

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

**Arlington School Committee
Standing Subcommittee: Superintendent Evaluation
Saturday, September 29, 2018
2:00 PM**

2017-18 Goal Accomplishments Narrative, Kathleen Bodie, Ed.D.

Goal 1 Student Achievement

- *The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.*

1.1 During the year, the vision of students as learners and global citizens will be aligned with a coherent connection between standards, transferable skills, and relevant educational experiences. This alignment will also ensure that all students have access to achieving this vision.

- *Evidence of success:*
 - *A broad-based process will be developed to review, understand, and adopt a vision of students as learners and global citizens to be reviewed by the School Committee by October 2017.*
 - *The following will be aligned with the vision:*
 - *The development of power standards by discipline.*
 - *The identification of key transferable skills.*
 - *An inventory of personalized educational experiences*
 - *The development of a priority list of curriculum materials. By April 30, 2018*

1.2 For the Massachusetts School Building Authority (MSBA) Feasibility Study, the high school administrators and teachers will refine the educational vision and programs of the high school, integrating its core values and identified essential habits of mind to meet the needs of all students to prepare them for college and career in a globally connected world in order to make space recommendations to MSBA.

Evidence of success:

- *The report submitted to and accepted by the Massachusetts School Building Authority, to be reviewed by the School Committee by April 30, 2018.*

1.3 Develop a comprehensive academic, operations, and cultural plan for the Gibbs School opening in 2018-2019.

Evidence of success:

- *Reports to the School Committee and community regarding the plan will be periodic throughout the 2017-2018 school year with a written report submitted in June 2018.*

Goal Two – Staff Excellence and Professional Development

- *The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.*

2.1 To ensure the success of all students, Arlington Public Schools will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes PK-12 in academics, social emotional competencies, cultural competency and college and career readiness. This will provide universal high-quality core educational experiences in a safe and supportive learning environment with supplemental and targeted interventions/supports for students who experience academic and/or behavioral difficulties identified through a refined student support team process. Teachers and staff will have professional development in topics of cultural competency as part of the district's overall focus on social-emotional growth.

- *Evidence of success:*
 - *Creation of the Safe & Supportive Schools (SASS) District-wide Committee by October 30, 2017.*
 - *Report on early implementation of each (K-8) school's SASS action plans developed in 2016-2017 by October 30, 2017.*
 - *A report outlining the consistent SST practices, procedures, and documentation across the district by March 30, 2018.*
 - *The number and position of educators who complete Youth Mental Health First Aid and Trauma Sensitive Practices Endorsement by June 2018.*
 - *Report on cultural competency professional learning for teachers and administrators. Interim report by December 2017 and final report by June 2018.*
 - *Plan for including cultural competency professional learning in our new teacher induction program by March 31, 2018.*

2.2 Increase the diversity of the APS staff over the 2016-2017 staffing levels to better reflect the diversity of our students.

- *Evidence of progress:*

- *Hiring report presented to the School Committee in October 2017.*

2.3 Provide on-going and regular professional development in technology to support teachers in using technology to enhance teaching and learning in their classrooms.

- *Evidence of success:*

- *Dates and focus of technology professional development submitted to the School Committee in June 2018*

Goal Three – Resources, Infrastructure and Educational Environment

- *The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.*

3.1 Complete the schematic and constructions plans for the six-classroom addition for the Hardy Elementary School for opening in September 2018.

3.2 Complete the schematic and constructions plans and renovation of the Gibbs Middle School for opening in September 2018.

3.3 Open the new six classroom addition at the Thompson Elementary School in September 2017.

- *Evidence of success 3.1 – 3.3:*
 - *Regular reports on building construction projects at 2017-2018 School Committee meetings.*

3.4 Develop a space use reconfiguration plan for the Ottoson Middle School in preparation for the sixth grade moving to the Gibbs School in September 2018. Report to the School Committee by March 1, 2018.

- *OMS reconfiguration plan presented to the School Committee in March 1, 2018.*

Goal Four - Operations, Communications and Stakeholder Engagement

- *The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.*

4.1 Provide all stakeholders opportunities for input into the Feasibility Study for the high school and the academic and operational plan for the Gibbs School.

- *Evidence of success:*
 - *Dates of all meetings and focus group sessions for stakeholder groups (faculty, parents and community) for both the high school and Gibbs School submitted to the School Committee in June 2018. A report on feedback collected from parents and community members who attended the meetings will be given to School Committee members.*
 - *Summaries of these meetings will be given as a report to School Committee members.*

4-2 Expand the dashboard of district metrics to provide the community with a quick overview of key metrics of the Arlington Public Schools.

- *Evidence of success:*
 - *Improvements to the district dashboard from baseline of 2016-2017 by September 30, 2017.*



Town of Arlington, Massachusetts

2017-18 Goal Accomplishments Narrative, Kathleen Bodie, Ed.D.

ATTACHMENTS:

Type	File Name	Description
Reference Material	2017-18_Goal_Accomplishments_Narrative_KB.pdf	2017 18 Goal Accomplishments Narrative, Kathleen Bodie, Ed.D.

2017-18 Goal Accomplishments Narrative

Please refer to the 2017-2018 District Goals for the language of each goal.

Goal 1.1

Bullet Points 1 & 2

Following a broad-based process that involved teachers, administrators, and community feedback, the district adopted a vision of students as learners and global citizens. This Vision provides a foundation for setting instructional goals, identifying appropriate professional development and defining key essential skills that will be embedded into instructional practice. The Vision also provides guidance for selecting key cultural competency and social-emotional learning goals.

To achieve the aspirational vision, curriculum leaders and directors engaged in a pilot project focused on grade 4. This pilot identified and prioritized key essential standards in each content area to define what students need to learn in this grade. This pilot project set a template for expanding the process to preschool through grade 12. The original goal of developing the essential standards across all grade levels, in all disciplines was too ambitious, as was reported to the School Committee last year.

To meet the individual needs of our students, curriculum leaders and directors conducted an inventory of current personalized learning opportunities in the district. Some of the opportunities include an emphasis on integrating technology into instruction, smoothed by the fact that the district has nearly achieved a 1:1 computer to student ratio. A list of personalized learning opportunities is included in the 1.1 file in Novus.

In support of the aforementioned efforts, curriculum leaders, directors, building administrators, and teachers continue to pilot and identify instructional resources best suited to supporting the district curriculum. A priority list of curriculum materials was developed for the budget.

Goal 1.2

The district completed the Feasibility Study with the submission of the PSR in early July 2018 and the approval of the MSBA Board of Directors in August to begin the Schematic Phase of the project.

The Preferred Design Option (PSO) was submitted to MSBA in April 2018. The PSO contained the education plan for the high school, which was approved by the School Committee. The educational plan was developed with the input of many stakeholders spanning two years. A representative committee of administrators, teachers, students, parents, and community met for 12 hours during December and January to provide input into the plan. The educational plan can be found on the AHS building website:

<http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/psrdocsjuly2018/ahspsreducatinalprogramupdated.pdf>

Goal 1.3

A comprehensive academic, operational and cultural plan for Gibbs was developed during the 2017-18 school year. A summary of that plan was presented to parents and the School Committee in April.

https://docs.google.com/document/d/1rGWdH6BjBk-axcGXdxQhRunZBXNjMecQRlyOEkg9_sY/edit?ts=5bd0c493

Goal 2.1

Bullet Points 1 & 2

On October 26, 2017, Director of Social Emotional Learning and Guidance, Sara Burd, shared a presentation outlining the early implementation work of the District SASS Team. Sara Burd presented the timeline of the groundwork that had been laid, as well as plans for the 2017-18 activities, which included implementation of individual school Action Plans as well as a District Team. The District SASS team gathered all the initial action plans. The team analyzed the plans to find the common threads, which included professional development and district leadership. These common threads were looked at through the CASEL framework including using the online priority setting tool: <https://drc.casel.org/priority-setting/quiz/>. The team created goals that included a Vision and Mission, Communication Plan, Needs Assessment and Integration with district processes. The team created and shared the Vision with the district and school leaders with an offering of further refinement, drafted a communication plan with assigned roles and responsibilities, defined needs for the coming year, and created a list of social-emotional learning resources in the district. .

Bullet Point 3

We began to map our interventions as the first stage in laying a framework for consistent SST practices, specifically documenting SEL interventions across all nine schools (including preschool). We have also created a repository for SST documents and resources so we can begin to align our practices across schools at the elementary level as the first phase. More work on this initiative will continue during the 2018-19 school year.

Bullet Point 4

During March of 2018, 14 district staff, including administrators, counselors, and teaching staff were trained as Youth Mental Health First Aid (YMHFA) instructors during a five-day course. Since beginning the training the district has now trained and certified over 200 staff with a goal to complete 300 by the end of the 2018-19 school year.

The district has also offered and had staff complete all four of the graduate level courses of a graduate certificate program in Trauma and Learning from the Lesley Institute for Trauma Studies (LITS). This cohort will receive their certificates shortly. In total, 75 staff have completed the first course, the Impact of Trauma on Learning: An Overview, with 25 more staff set to complete the course before the end of 2018. A spreadsheet with the positions of participants can be found in the NOVUS file for Goal 2.1

Bullet Point 5

On November 1, 2017, all district staff participated in an all-day professional development learning experience that focused on cultural competency. The topics included exploring issues related to:

- Access and equity
- Identifying barriers that impact various cultural groups
- Recognizing strategies that increase access and equity for all students

Additional professional learning that took place includes Dr. Carlos Hoyt working with district administrators to explore issues of social identity, social bias, and social justice (18 hrs). Dr. Hoyt also worked with individual schools as part of their SASS action plans. In addition, building administrators conducted book studies and engaged other consultants to deepen understanding of cultural competency.

Bullet Point 6

To enhance the new teacher induction program, a module on cultural competency was added to the professional development program offered to new teachers in August 2018. Assistant Superintendent Dr. MacNeal led this module with all new teachers. The curriculum was based on Culturally Responsive Teaching & the Brain by Zaretta Hammond, which all administrators read during the summer 2018. All new teachers were given the book *Power of Our Words*, which provides teachers with numerous examples of how to be a culturally responsive teacher.

Goal 2.2

As of October 1, 2017, the **student** population of the Arlington Public Schools was 71.96% White, 12.56% Asian, 6.37% Hispanic/Latino, 3.67% Black or African-American, 0.17% Native Hawaiian or Pacific Islander, .07% Native American or Alaskan Native, and 5.2% two or more races.

As of October 1, 2017, the overall **staff** population of the Arlington Public Schools was 88.88% White, 3.01% Asian, 2.71% Black or African-American, 2, 4% Hispanic and 0.1% Native American or Alaskan Native, and 2.91% who did not self-identify.

In the new hire category, between October 1, 2016 and September 30, 2018, we hired 144 new White employees, 7 new Asian employees, 7 new Black employees, 10 new Hispanic employees, one new Native American or Alaskan Native employee, and 9 employees who did not self-identify. Of the new employees, 80% were white, 3.9% were Asian, 3.9% were Black or African American, 5.6% were Hispanic, 0.56% were Native American or Alaskan Native, and 5% did not self-identify.

The new hires in this time period, October 1, 2016-September 30, 2017 reflect a gradual increase in percentages of overall employees from diverse racial and ethnic backgrounds. While our overall numbers of staff do not mirror the percentages of the student population, we

are gradually increasing the numbers with the goal of more closely replicating the numbers of students in the District.

Specifically for employees in the AEA Bargaining unit, which includes teachers and related service providers, as of October 1, 2017, there were a total of 487 (95%) White Employees, 11 (2.14% Asian Employees), 5 Black (1%) or African American Employees, 9 (1.75%) Hispanic Employees, and one (.02%) not self-identified employee.

For new AEA employees in the time period October 1, 2016 through September 30, 2017, there were 47 (87%) White employees, 3 (5.5%) Asian employees, 1 (1.8%) Black employee, 2 (3.7%) Hispanic employees, and 1 (1.8%) not self-identified employee. Again, we are slowly increasing the numbers of staff from diverse racial and ethnic backgrounds, though the overall staff and new staff do not match the student demographic splits.

The hiring report was presented to the School Committee in October 2017.

Goal 2.3

The professional development report to the School Committee is included in the NOVUS file for 2.3.

Goal 3.1

The six classroom addition at Hardy will be completed by December 1, 2018 rather than the original target date of September 2018. The need for this target date change was communicated by the Finegold Alexander architect and project OPM to the PTBC sometime in the late fall 2017. Updates on the expansion project were provided to the School Committee at each meeting last year. Here is the link to updates that were provided to Hardy families:

<http://www.hardyschool.com/news.html>

Goal 3.2

The Gibbs School opened on-time in September 2018. The School Committee was updated on the progress of the project at each SC meeting. Information regarding the project was posted on the district website:

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/gibbsrenovation/>

Goal 3.3

The Thompson six classroom addition did not open until October 2017 due to contractor issues. The plan was for the addition to open for the start of school. Further information is included in the file for 3.3.

Goal 3.4

During the 2017-18 school year, planning was done on space use and a reconfiguration plan for the Ottoson Middle School because of moving the sixth grade to the Gibbs School in September 2018. A major aspect of the reconfiguration plan was to find the right configuration and layout

that works best for the seventh and eighth grades. The changed layout included moving almost all of the existing classrooms and this work was accomplished during summer 2018.

Appropriate rooms for each cluster were identified during the planning process, and modifications to the rooms, if needed, were made during summer 2018. This new configuration also required planning for an additional science lab. A sink was added to one sixth grade classroom, which is necessary for some seventh grade science lessons.. Since it was not possible to add a sink in other sixth grade classrooms designated for science, a science room on the former seventh grade floor was reserved exclusively for seventh grade science classes when lessons require a sink. Along with the moves and room use changes, another requirement of the plan was to identify space for moving the middle school LABBB programs from Arlington High School to Ottoson. The plan that Principal Woods presented at a School Committee meeting is included in the file.

Goal 4.1

A website (ahsbuilding.org) was created for the high school project that included an email address that community members could send questions or comments to the building committee. Through the website, community members who were not able to attend one or any of the five community forums could be informed about the progress of the project. The Communications Subcommittee of the AHSBC solicited feedback from the community through surveys housed on the website.

For the Gibbs School, three parent forums were held at which parents could provide feedback and ask questions. The Gibbs Parent and Teacher Advisory Committee met several times, as needed, to provide feedback on issues such as bus transportation, mission statement and interior design and colors. Those meeting dates were included with evidence for the Gibbs project.

Goal 4.2

The district contracted with ClearGov for an improved district dashboard. The new dashboard was posted on the website on August 31, 2017, as a separate icon on the home page. It is also accessible through a drop-down menu. The dashboard allows the community to review Arlington student demographic data, staffing information, financial data and compare it to financial and academic achievement results for the Town Manager 12 districts.



Town of Arlington, Massachusetts

Goal 1 Student Achievement

Summary:

- The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.



Town of Arlington, Massachusetts

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Summary:

- Evidence of success:
 - A broad-based process will be developed to review, understand, and adopt a vision of students as learners and global citizens to be reviewed by the School Committee by October 2017.
 - *The following will be aligned with the vision:*
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ATTACHMENTS:

Type	File Name	Description
❑ Goals	Updated_Final_Draft_(3_26_18)_Vision_of_Students_as_Global_Learners.docx	updated Final Draft of Vision of Students as Global Learners
❑ Backup Material	Transferable_Skills_Goal_1.1_2017_2018_goals_evidence.pdf	Transferable Skills Goal 1.1
❑ Backup Material	Goal_1.1_Essential_Standards_for_4th_Grade_2017_18_Goals_evidence.pdf	Essential Standards Gr 4 District Goal 2018 Presentation 4 26 2018
❑ Backup Material	GOAL_1_1_DIST_GOAL_PRES_4_26_18.pdf	2017 2018 List of Curriculum Materials
❑ Goals	2017-2018_List_of_Curriculum_Materials_RM.pdf	

Vision of Student as Learner

The Arlington Public Schools strives to build the capacity of each student to become lifelong learners and critical thinkers who are welcoming of a challenge, resilient, and exhibit a curiosity about learning. They will be able to participate in and contribute to the complex and ever-changing world in which they live.

These characteristics will be demonstrated by student's ability to:

- work independently and collaboratively
- observe, analyze and synthesize information from a variety of sources to enhance existing understandings and construct new knowledge
- demonstrate perseverance by using repeated reasoning and inquiry
- participate in rigorous, focused discourse
- develop and defend arguments based on evidence and respectfully consider different perspectives
- create and critique original work

Vision of Student as a Global Citizen

Students will strive to be empathetic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society, as demonstrated by their ability to:

- speak with and listen to others in a manner that is respectful of multiple perspectives
- cultivate and maintain healthy and rewarding relationships with diverse individuals and groups*
- develop self-awareness and self-understanding
- think critically and reflect upon choices and their impact on others
- participate as a consumer of and contributor to the cultural and civic life of local and global communities

*Collaborative for Academic, Social, and Emotional Learning <https://casel.org/core-competencies/>

Transferable Skills

Certain integral skills are taught at all grade levels and in all academic areas. We call these transferable skills because they look approximately the same regardless of where students employ them. They may differ according to the developmental level of students, but the core of each skill is listed below:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination
- Critical thinking
- Expressive and receptive communication skills
- Social responsibility and ethics
- Digital literacy
- Self-awareness and self-efficacy

Essential Standards for 4th Grade	
Content Area	Standards
ELA	<p><u>Reading Complex Literary Text</u></p> <ol style="list-style-type: none"> Key Ideas and Details: Refer to details and examples in a text when drawing inferences, determine a theme, summarize a text, describe in depth character, setting, and events drawing on specific details. Craft and Structure: Determine the meaning of words and phrases, explain major differences between poetry and prose, compare and contrast point of view. Integration of Knowledge and Ideas: Make connections between the text of a story or drama, locate and analyze examples of similes and metaphors, compare and contrast treatments of similar themes and topics, patterns, and events. Range of Reading and Text Complexity: By the end of the year, read and comprehend literature in the grades 4-5 text complexity band, with scaffolding as needed at the high end of the range. <p><u>Reading Complex Informational Text</u></p> <ol style="list-style-type: none"> Key Ideas and Details: Refer to details and examples in a text when drawing inferences, determine the main idea of a text and summarize the text. Explain events, procedures or concepts based on specific information in the text. Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases. Describe the overall structure of events, ideas and concepts (chronology, comparison, cause/effect, problem/solution). Compare and contrast firsthand and secondhand account of the same event or topic. Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text. Explain how an author uses reasons and evidence to support particular points, integrate information from two texts on the same topic in order to write or speak about the topic knowledgeable. Range of Reading and Text Complexity: By the end of the year, read and comprehend informational texts in the grades 4-5 text complexity, with scaffolding as needed at the high end of the range. <p><u>Writing</u></p> <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a

	<p>topic clearly, state an opinion, create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons supported by facts and details. Provide a concluding statement or section.</p> <ol style="list-style-type: none"> 2. Write informative and explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, develop the topic with facts, definitions, concrete details and quotations, use precise language and domain-specific vocabulary, provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader and organize an events sequence, use dialogue and description, use concrete words and sensory details, provide a conclusion. <p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Comprehension and Collaboration: Come to discussions prepared, follow agreed-upon rules for discussions, pose and respond to specific questions, make comments that contribute to the discussion, identify reasons and evidence a speaker provides to support particular points. 2. Presentation of knowledge and ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, speak clearly at an understandable pace. Add audio recordings and visual displays when appropriate, differentiate between contexts for formal and informal English. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1. Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3. Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic domain-specific words and phrases.
Math	<p>Perseverance Makes sense of problems and perseveres at solving them</p> <p>Communication Communicates thinking clearly and precisely, orally and in writing.</p>

	<p>Problem Solving Uses the four operations to estimate and solves problems with whole numbers</p> <p>Place Value Application Reads, writes, compares, and rounds multi-digit numbers</p> <p>Multiplication/Division Fluency Multiplication and division fluency (facts through 12)</p> <p>Multiplication/Division using Properties/Models/ Strategies Uses place value to estimate, multiply, and divide multi-digit numbers</p> <p>Equivalence and Ordering Understands fraction equivalence and ordering (Limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 100)</p> <p>Unit Fractions to Solve Problems Uses understanding of unit fractions, (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$...) to +, \times fractions to solve problems</p> <p>Decimal Notation Understands decimal notation and compares fractions with tenths and hundredths</p> <p>Geometry and Measurement Solves problems involving geometry and geometric measurement.</p>
Social Studies	<p>Geography</p> <ul style="list-style-type: none"> • Uses maps to interpret information • Uses information from a map's title, compass, scale and legend. • Defines latitude and longitude and how it is used to locate specific places • Identifies regions of the U.S. and major physical features, names/locations of states, state capitals • Gives examples of the way that geography and peoples' interactions with geography impact history

	<p><u>History & Culture</u></p> <ul style="list-style-type: none">• Compare and contrast the climates, physical features, natural resources, human populations, and products of the five regions of the United States (Northeast, Southeast, Midwest, Southwest, West)• Gives examples of the way that geography and peoples' interactions with geography impact history• Describes the causes of immigration to the U.S. in the late 1800s• Explains the immigration journey and process at Ellis Island in the late 1800s• Describes life for immigrants in the U.S. after they arrived in the U.S. in the late 1800s: challenges and opportunities• Describes the difference between primary and secondary sources and can give examples of each• (To be added for new frameworks: indigenous peoples and European explorers) <p><u>Civics & Government</u></p> <ul style="list-style-type: none">• Understands that people and communities create structures, rules, and ideas to solve problems• Gives examples of the major rights that immigrants have acquired as citizens of the United States (the right to vote, and freedom of religion, speech, assembly, and petition)• Identify and describe national landmarks (Statue of Liberty, Washington Monument, Lincoln Memorial, etc.)• Understands basic principles of the election and election process• Tied to immigration, students can describe how communities can welcome new people and groups <p><u>Reading/Writing</u></p> <ul style="list-style-type: none">• Introduce a topic or text, state an opinion, and use paragraphs and sections to organize related ideas.• Provide reasons supported by facts and details.• Integrate information from two texts in order to write or speak about a history/social science topic.
Science	<p><u>Earth Science</u></p> <ul style="list-style-type: none">• Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.• Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.• Analyze and interpret maps of Earth's mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents

	<p>and oceans.</p> <ul style="list-style-type: none"> Human activity impacts the Earth: Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not. Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans. <p>Life Science</p> <ul style="list-style-type: none"> Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction. <p>Physical Science</p> <p>Energy</p> <ul style="list-style-type: none"> Use evidence to construct an explanation relating the speed of an object to the energy of that object. Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents. Ask questions and predict outcomes about the changes in energy that occur when objects collide. Apply scientific principles of energy and motion to test and refine a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound. <p>Waves</p> <ul style="list-style-type: none"> Develop a model of a simple mechanical wave (including sound) to communicate that waves (a) are regular patterns of motion along which energy travels and (b) can cause objects to move. Develop a model to describe that light must reflect off an object and enter the eye for the object to be seen. Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern. <p>Engineering Design</p> <ul style="list-style-type: none"> Plan and carry out tests of one or more design features of a given model or prototype in which variables are controlled and failure points are considered to identify which features need to be improved. Apply the results of tests to redesign a model or prototype.
Digital Learning	<p>Taken from the 2016 Massachusetts Digital Literacy and Computer Science (DLCS) Curriculum Framework</p> <p>Within these four strands are the standards that define what students in the 3 - 5 grade span will know and be able to do:</p> <p>Computing and Society (CAS)</p> <ul style="list-style-type: none"> Understand safety and security concepts, safe and appropriate use of technology, and how to deal with

	<ul style="list-style-type: none"> cyberbullying. Demonstrate responsible use of technology, digital content, and interactions. Observe and describe how technology can influence people. Basic understanding of digital media messaging and equity of access to technology. Digital Tools and <p>Collaboration (DTC)</p> <ul style="list-style-type: none"> Use digital tools and keyboarding skills to publish multimedia artifacts. Use digital tools to communicate or exchange information. Develop intermediate research skills to create artifacts and attribute credit. <p>Computing Systems (CS)</p> <ul style="list-style-type: none"> Understand different computing devices and their components. Use different computing devices and troubleshoot and solve simple problems. Differentiate tasks that are best done by computing systems and humans. Understand the components of a network and basic network authentication. Basic understanding of services. <p>Computational Thinking (CT)</p> <ul style="list-style-type: none"> Create a new representation and breakdown a larger problem into subproblems. Write, debug, and analyze an algorithm. Understand databases and organizing and transforming data. Write, debug, and correct programs using successively sophisticated techniques. Create a model and use data from a simulation.
ELL	<p>Performance Definitions for the Level of English Language Proficiency https://www.wida.us/standards/RG_Performance%20Definitions.pdf</p> <p>The Performance Definitions provide criteria that shape each of the six levels of English language proficiency</p> <ol style="list-style-type: none"> Linguistic Complexity - the amount and quality of speech or writing for a given situation Vocabulary Usage - the specificity of words or phrases for a given context Language Control - the comprehensibility of the communication based on the amount and types of errors <p>At the given level of English language proficiency, English language learners will process, understand, produce or use:</p> <p>ELP Level 1</p> <ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas

	<ul style="list-style-type: none">• Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support <p>ELP Level 2</p> <ul style="list-style-type: none">• General language related to the content areas• Phrases or short sentences• Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support <p>ELP Level 3</p> <ul style="list-style-type: none">• General and some specific language of the content areas• Expanded sentences in oral interaction or written paragraphs• Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support <p>ELP Level 4</p> <ul style="list-style-type: none">• Specific and some technical language of the content areas• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs• Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support <p>ELP Level 5</p> <ul style="list-style-type: none">• Specialized or technical language of the content areas• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material <p>ELP Level 6</p>
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	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level • Oral or written communication in English comparable to proficient English peers <p>The WIDA CAN DO Descriptors, Key Uses Edition, Grades K-12</p> <p style="text-align: center;">WIDA CAN DO Descriptors Key Uses Edition Grades 4-5 Cluster https://www.wida.us/standards/CAN_DOs/</p> <p>The WIDA CAN DO Descriptors provide examples of what English language learners can do at various stages of English language development in listening, speaking, reading, and writing. The WIDA CAN DO Descriptors provides examples of academic language use for four specific communicative purposes. These purposes, referred to Key Uses, were identified based on reviews of literature and language analysis of college and career readiness standards:</p> <p>Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.</p> <p>Explain: To clarify the “why” or “how of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.</p> <p>Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.</p> <p>Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small and large group activities and projects.</p>
School Counseling	4th grade common core standards that support ASCA standards: RL.4.3, RL.4.7, RI.4.1, RI.4.6, RF.4.4.A, SL.4.1.A, SL.4.1.C, SL.4.2

	<p>ASCA National Standards are one set of standards for all grade levels.* The below is a selection take from the complete standards found here: http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf</p> <p>Academic Development ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept A:A1.2 Display a positive interest in learning A:A1.3 Take pride in work and achievement A:A1.5 Identify attitudes and behaviors that lead to successful learning 8 A:A3 Achieve School Success A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p> <p>Personal/Social Development ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.</p> <p>PS:A1 Acquire Self-knowledge PS:A1.1 Develop positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.5 Identify and express feelings PS:A1.9 Demonstrate cooperative behavior in groups PS:A2 Acquire Interpersonal Skills PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.6 Use effective communications skills PS:A2.8 Learn how to make and keep friends</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS:B1 Self-knowledge Application PS:B1.2 Understand consequences of decisions and choices PS:B1.4 Develop effective coping skills for dealing with problems PS:A1.10 Identify personal strengths and assets</p>
Social Emotional	<p>Five Core Competencies of SEL:</p> <ul style="list-style-type: none"> • Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on

<p>Learning</p>	<p>behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <ul style="list-style-type: none"> • Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. • Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. • Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. • Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others. <p>Math/ SEL Guiding Principles: Est 2017</p> <p>Guiding Principle 8</p> <p>Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice self-awareness, self-management, social awareness, responsible decision-making, and relationship skills, by, for example: collaborating and learning from others and showing respect for others' ideas; applying the mathematics they know to make responsible decisions to solve problems, engaging and persisting in solving challenging problems; and learning that with effort, they can continue to improve and be successful.</p> <p>In the table below are examples of intersections between the Standards for Mathematical Practice and the SELF learning Competencies 1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #cccccc; padding: 5px;">Mathematical Practice Standards (SMP)</th><th style="text-align: center; background-color: #cccccc; padding: 5px;">Social and Emotional Learning Competencies</th></tr> </thead> <tbody> <tr> <td style="padding: 10px;"></td><td style="padding: 10px;"></td></tr> </tbody> </table>	Mathematical Practice Standards (SMP)	Social and Emotional Learning Competencies		
Mathematical Practice Standards (SMP)	Social and Emotional Learning Competencies				

	<ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning. <p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. (SMP 1,4,7,8)</p> <p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. (SMP 1,2,3,4,5,6,7,8)</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. (SMP 1,3,6)</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. (SMP 3)</p> <p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p>	
	<p>ELA & Literacy / SEL Guiding Principles: Est 2017</p> <p>Guiding Principle 10</p> <p>Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self awareness),</p>	

	<p>struggling productively with challenging texts (self management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).</p> <p>Social and Emotional Learning Competencies 1 as they relate to ELA/Literacy</p> <table border="1"><tr><td>Students Who Are Ready for College, Careers, and Civic Participation</td><td>Social and Emotional Competencies 1</td></tr></table>	Students Who Are Ready for College, Careers, and Civic Participation	Social and Emotional Competencies 1
Students Who Are Ready for College, Careers, and Civic Participation	Social and Emotional Competencies 1		

	<ol style="list-style-type: none"> 1. They demonstrate independence 2. They build strong content knowledge. 3. They respond to the varying demands of audience, task, purpose, and discipline. 4. They comprehend as well as critique. 5. They value evidence. 6. They use technology and digital media strategically and capably. 7. They come to understand other perspectives and cultures. 	<p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p>
Health and	The Great Body Shop	

Wellness	<p>Physical Education Staff - The Great Body Shop</p> <ul style="list-style-type: none">• Explain the Digestive System and demonstrate responsibility for improving eating and exercise habits.• Identify the benefits for each part of the body and practice evaluating and monitoring personal fitness level. <p>Classroom Teachers-Great Body Shop</p> <ul style="list-style-type: none">• Identify forms of violence and apply peaceful skill used for conflict resolution• Demonstrate necessary routines for proper dental care and identify dental problems and solutions• Identify the ways tobacco harms your body and analyze tobacco advertisements for marketing techniques.• Identify things that can hurt your body• Explain how hormones affect the body and define good hygiene• Identify the effects of individual drugs and create personal goals for remaining drug free• List ways in which HIV is and is not transmitted and its effect on the immune system• Identify the major parts of the ear and their function and demonstrate responsible behavior that is key to injury prevention of the ear. <p>Physical Education</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none">• Demonstrates motor skills<ul style="list-style-type: none">○ Throws (contralateral) to target and is able to receive a variety of objects both stationary and on the run○ Performs locomotor traveling skills (run, hop, jump, gallop, slide, leap)○ Performs tumbling and balancing skills (forward roll, cartwheel, jumping, landing)○ Dribbles a ball (Hand/Foot)○ Jumps rope (single)○ Performs a variety of kicking and striking skills (stationary and moving) and with or without an implement <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <ul style="list-style-type: none">• Demonstrates the concept of creating space• Demonstrates the concept of various positions and playing your position on a team
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	<ul style="list-style-type: none">● Demonstrates fundamental movement skills● Demonstrates the concepts of Offense and Defense <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none">● Knows the benefits of exercise and play● Able to do curl ups, push ups, pacer, BMI, and flexibility activities in an effort to meet the Healthy Fitness Zone● Participates in physical activities and exercise they enjoy● Knows the reasons of warm up, cool down and pacing● Identifies large muscles, (hamstring, quadriceps, biceps, triceps, calves, abdominals)● Demonstrates the ability to monitor pulse with supervision● Explains the benefit of cardiovascular, strength and flexibility workouts. <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none">● Demonstrates ability to follow safety guidelines and rules of physical activity● Demonstrate self-regulation and problem solving techniques● Demonstrates sportsmanship, teamwork and fairness● Shows sensitivity to developmental changes of self and others● Follows directions and demonstrates respect and responsibility toward the teacher <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <ul style="list-style-type: none">● Participates in physical activities and exercise they enjoy● Demonstrates responsible personal and social conduct used in physical activity settings.● Identifies the physical and psychological changes that result from participation in physical activities.
Performing Arts	Standard 1: Singing

	<ul style="list-style-type: none"> • 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture • 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods • 1.4 Sing , partner songs, rounds and simple two-part songs, with and without accompaniment <p>Standard 2: Reading and Notation</p> <ul style="list-style-type: none"> • 2.1 Demonstrate and respond to the beat, meter, (2/4, ¾, 4/4), and rhythmic notation, including half, quarter, eighth and sixteenth notes and rests. • 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef <p>Standard 4: Improvisation and Composition</p> <ul style="list-style-type: none"> • 4.1 Improve “answers” in the same style to given rhythmic and melodic phrases <p>Standard 5: Critical Response</p> <ul style="list-style-type: none"> • 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, texture, dynamics, harmony, and form • 5.3 Use appropriate terminology in describing music, music notation, music instruments and voiced, and music performances • 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices • 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings <p>Standard 6: Purposes and Meanings in the Arts</p> <ul style="list-style-type: none"> • 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this and why?” How does this work make me feel?” <p>Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change</p> <ul style="list-style-type: none"> • 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as: <ul style="list-style-type: none"> ◦ Styles of North American Native cultures of the East Coast, Plains, Southwest, and Northwest ◦ Styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries
Visual Arts	<p>Learning to Observe</p> <p>Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that</p>

	<p>otherwise might not be seen.</p> <p style="text-align: center;">Developing Craft</p> <p><u>Technique</u>: Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).</p> <p><u>Studio Practice</u>: Learning to care for tools, materials, and space.</p> <p style="text-align: center;">Learning to Reflect</p> <p><u>Questioning & Explaining</u>: Learning to think and talk with others about an aspect of one's work or working process.</p> <p><u>Evaluating</u>: Learning to judge one's own work and working process and the work of others in relation to standards of the field.</p> <p style="text-align: center;">Learning to Engage and Persist</p> <p>Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.</p> <p style="text-align: center;">Learning to Envision</p> <p>Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.</p> <p style="text-align: center;">Learning to Express</p> <p>Learning to create works that convey an idea, a feeling, or a personal meaning.</p> <p style="text-align: center;">Learning to Stretch & Explore</p> <p>Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.</p> <p style="text-align: center;">Learning About the Art World</p> <p><u>Domain</u>: Learning about art history and current practice.</p> <p><u>Communities</u>: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. Create works of art that reflect both local and global cultural traditions.</p> <p style="text-align: center;">Finding Meaning in Art Making</p> <p>Learning to relate artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
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	Through observation, infer information about time, place, and culture in which a work of art was created.
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2018 District Goals

**School Committee Presentation
Thursday April 26, 2018**

Objective

- Share work that has been completed to support district goal 1.1:
 - 2017-2018 District Goals
- Share process & why they're significant
- Share work products
- Respond to questions/comments

Agenda

I) **Welcome and Introduction:** (Rod)

II) **Vision of Student as Learner and Global Citizen:** (Deb and Rod)

III) **Transferable Skills:** (Bill P.)

IV) **Essential Standards (4th Grade):** Dawn and Linda (ELA); Susan (Digital Literacy); (ELL); Cindy B. (Health and Wellness); Matt (Math); Bill (Performing Arts); Cory and Larry; (Science); . Sara (Social Emotional Learning); Denny (Social Studies); and Bill (Visual Arts)

V) **Examples of Personalized Learning:** Matt C. (Computer Science); Larry W. (Extra-curricular programming); Bill P. (Visual Arts)

VI) **Questions/Comments**

Vision of student as Learner and Global Citizen

Deb and Rod

- Process:
 - The initial work on this began with intensive discussion by department leaders last spring
 - The vision statement has been reviewed by various building faculty, school councils, vision 2020, and administrators
 - The vision statement has been edited more than once to include the feedback
- Product: Vision Statement
 - These are the characteristics that are developed and nurtured in students over the course of their academic careers. Our hope is that students develop confidence and proficiency in each of these areas by the time they graduate.

Transferable Skills

Certain integral skills are taught at all grade levels and in all academic areas. We call these transferable skills because they look approximately the same regardless of where students employ them. They may differ according to the developmental level of students, but the core of each skill is listed below:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination
- Critical thinking
- Expressive and receptive communication skills
- Social responsibility and ethics
- Digital literacy
- Self awareness and self efficacy

Essential Standards

- The following link represents the essential standards for 4th grade:

Essential Standards for 4th Grade

- The essential standards represent the standards that teachers focus on to prepare students for the next grade
- In light of the number of standards that need to be taught each year, the essential standards give guidance to teachers as to what is needed for students to succeed at the next level.
- This does not mean that the rest of the standards are not important or addressed within a school year.

ELA

Reading - Literary and Informational Text

- Key Ideas and Details
 - *Interpreting Characters Unit
- Craft and Structure
 - *Reading the Weather, Reading the World
- Integration of Knowledge and Ideas
 - *Information Writing: Immigration Unit ELA/SS
- Range of Reading and Text Complexity
 - *Historical Fiction Book Clubs

Writing

- **Opinion** pieces to support a point of view with reasons and information
 - *Boxes & Bullets: Persuasive Essays
 - *Literary Essay Unit
- **Informative** and explanatory texts to examine an idea and convey ideas clearly
 - *Information Writing: Immigration – ELA/SS
- **Narratives** to develop real or imagined experiences or events
 - *Fiction Writing: Arc of the Story

Speaking & Listening

- Comprehension and Collaboration
 - *Historical Fiction Book Clubs
 - *Group research projects – Weather/World
- Presentation of Knowledge and Ideas
 - *Reading the Weather, Reading the World

Language

- Conventions of Standard English
- Grammar
- Vocabulary
 - *Reading the Weather, Reading the World

Digital Literacy

Digital Literacy and Computer Science (DLCS) knowledge, reasoning, and skills are essential both to **prepare students for personal and civic efficacy** in the twenty-first century and to **prepare and inspire students to pursue the innovative and creative careers of the future**. The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century.

Students will:

- Understand how to be safe and responsible online
- Learn how to use digital tools in order to make thinking visible
- Engage in collaboration with peers
- Communicate their thinking

ELL

The Performance Definitions provide criteria that shape each of the six levels of English language proficiency

1. **Linguistic Complexity** - the amount and quality of speech or writing for a given situation
2. **Vocabulary Usage** - the specificity of words or phrases for a given context
3. **Language Control** - the comprehensibility of the communication based on the amount and types of errors

At the given level of English language proficiency, English language learners will process, understand, produce or use:

ELP Level 1

- pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

ELP Level 2

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

ELP Level 3

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

ELL

ELP Level 4

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

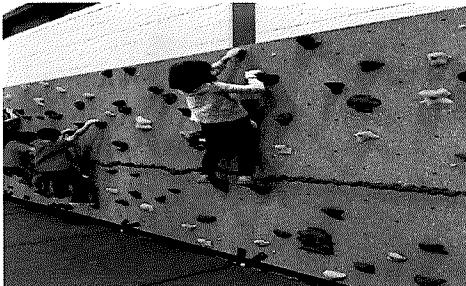
ELP Level 5

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material

ELP Level 6

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level
- Oral or written communication in English comparable to proficient English peers

Health and Wellness



National Standards for PE

- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health Standards

- Understand the concepts related to health promotion and disease prevention
- Analyze the influence of family, peers, culture, media, technology, on health behaviors.
- Ability to assess valid information and products and services
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills
- Use goal-setting skills to enhance health.
- Students will practice health-enhancing behaviors and avoid or reduce health risks.
- Ability to advocate for personal, family, and community health.

Math

Practice Standards

Perseverance: Makes sense of problems and perseveres at solving them

Communication: Communicates thinking clearly and precisely, orally and in writing.

Problem Solving: Uses the four operations to estimate and solves problems with whole numbers

Content Standards

Place Value Application: Reads, writes, compares, and rounds multi-digit numbers

Multiplication/Division Fluency: Multiplication and division fluency (facts through 12)

Multiplication/Division using Properties/Models/Strategies: Uses place value to estimate, multiply, and divide multi-digit numbers

Equivalence and Ordering: Understands fraction equivalence and ordering (Limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 100)

Unit Fractions to Solve Problems: Uses understanding of unit fractions, (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$...) to +, -, x fractions to solve problems

Decimal Notation: Understands decimal notation and compares fractions with tenths and hundredths

Geometry and Measurement: Solves problems involving geometry and geometric measurement.

Performing Arts

MUSIC CONTENT STANDARDS

1. Singing
2. Reading and Notation
3. Playing Instruments
4. Improvisation and Composition
5. Critical Response

ARTS CONNECTIONS STANDARDS

6. Purposes and Meanings in the Arts
7. Roles of Artists in Communities
8. Concepts of Style, Stylistic Influence, and Stylistic Change
9. Inventions, Technologies and the Arts
10. Interdisciplinary Connections

**ARTS
LITERACY**

Music of the American Regions

Music of the Southwest

Going West in America

American Patriotic Music

- Understand and apply content knowledge and skills in singing, reading and notation, playing instruments
- Improvise music in a variety of styles and genres
- Develop critical response skills through opportunities to perceive, describe, and respond to the elements of music presented in vocal and instrumental repertoire, and aural exemplars
- Understand the purpose of music in a variety of cultures
- Understand the role of musicians and composers in the community and in a variety of cultures
- Understand and apply knowledge of how to use the human voice, musical instruments are used as a means of expression in a variety of cultures.

Science

- Content Standards - (4 domains) Life, Physical, Earth, Engineering
 - Science and Engineering Practices (Inquiry Skills):
 - **Asking questions / Observing**
 - Developing and using **Models / Simulations**.
 - **Planning / Designing** and carrying out investigations.
 - Analyzing and interpreting data.
 - Using mathematics and computational thinking.
 - Constructing explanations (for science) and designing solutions (for engineering).
 - Engaging in argument from evidence.
 - Obtaining, evaluating, and communicating information.

Science

FOSS: Environments

- **Investigation I – Environmental Factors**

- 1: **Observing** mealworms (2 days)
 - 2: **Designing** Isopod Environment (4 days)
 - 3: Leaf Litter Critters (3 days)
- I-Check (1 day)

- **Investigation II - Ecosystems**

- 1: **Designing** an Aquarium (3 days)
 - 2 Food Chains and Food Webs (3 days)
 - 3 Population **Simulation** (3 days)
 4. Sound Off (3 days)
- I-Check (1 day)

- **Investigation III - Brine Shrimp Hatching** (entire investigation is optional)

- 1: Setting up the Experiment (2 days)
 - 2: Determining Range of Tolerance (3 days)
 - 3: Determining Viability (3 days)
 4. Variation in a Population (2 days)
- I-Check (1 day)

- **Investigation IV - Range of Tolerance**

- 1: (Optional) Water or Salt Tolerance and Plants (possible 8-9 days)

2. (Optional) Plant patterns (2 days)
 - 3: Plant Adaptations (1 day)
- I-Check (modified?) (1 day)

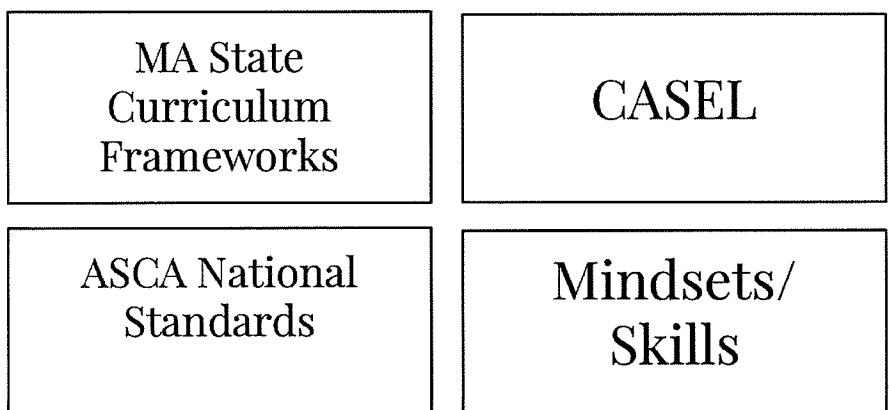
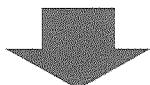
Survey/Posttest (1-2 days)

Note: Items in red do not need to be taught. All MA Science standards can be covered without them

Social Emotional Learning

5 Main Competencies of SEL:

- Self awareness
- Self management
- Social awareness
- Responsible decision making
- Relationship skills



Math and Literacy Guiding Principles

Students should practice SEL skills, by, for example: collaborating and learning from others and showing respect for others' ideas; applying the mathematics they know to make responsible decisions to solve problems, engaging and persisting in solving challenging problems; and learning that with effort, they can continue to improve and be successful.

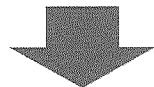


Students should practice recognizing aspects of themselves in texts (self awareness), struggling productively with challenging texts (self management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

Social Studies--*Denny Conklin, Director*

4 Main Domains of Social Studies:

- History & culture
- Geography
- Civics & citizenship
- Economics

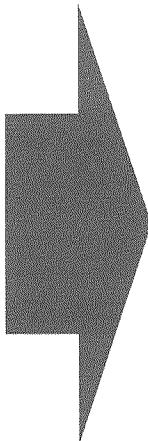


MA State History
& Social Sciences
Frameworks

Common Core
State Standards

Knowledge

Skills



4th Grade Essential Standards

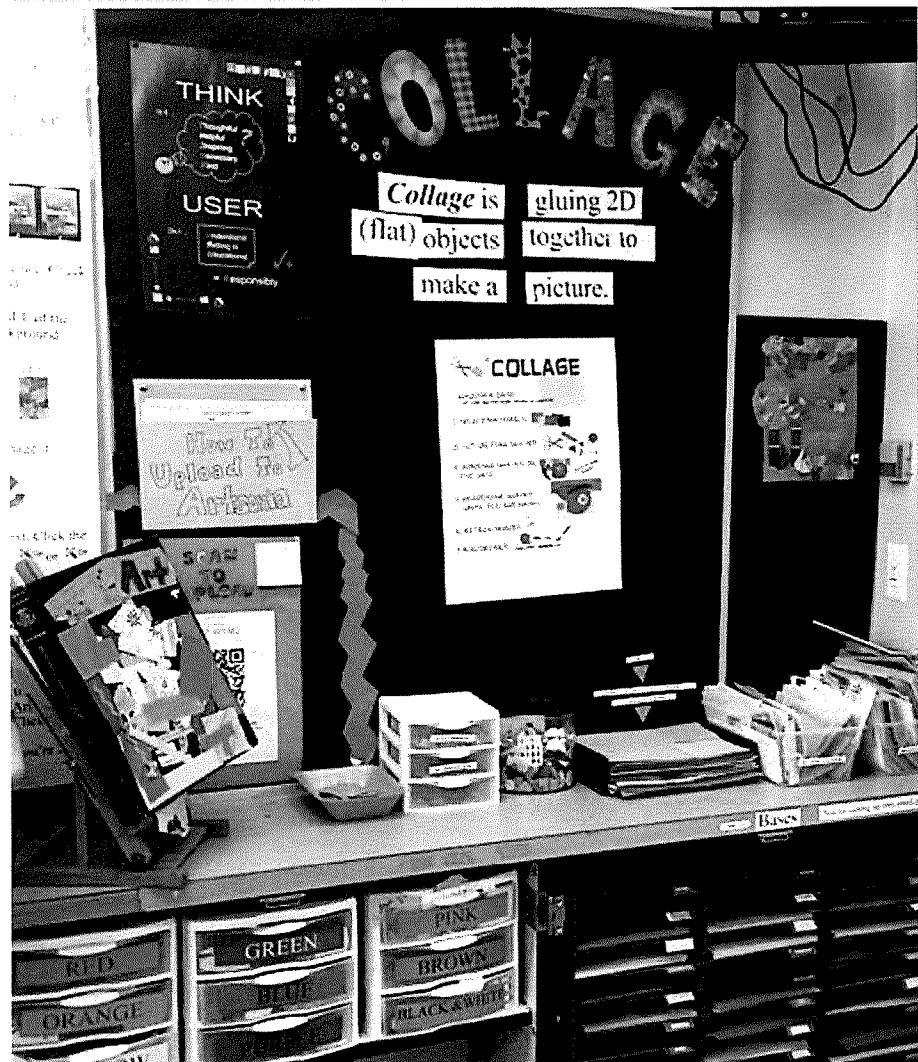
- 1) Compare & contrast the climates, physical features, natural resources, human populations, and products of the 5 regions of the U.S. (H, G, E)
- 2) Give examples of the way that geography & people interact and how this shapes history (H, G)
- 3) Describe the push/pull factors that increased U.S. immigration in the late 1800s (H, E)
- 4) Describe how communities welcome new people and groups (H, C)
- 5) Define latitude and longitude and how it is used to locate specific places (G)
- 6) Provide reasons supported by facts and details; integrate info from 2 texts in order to write about immigration (H,G,C,E).

Visual Arts

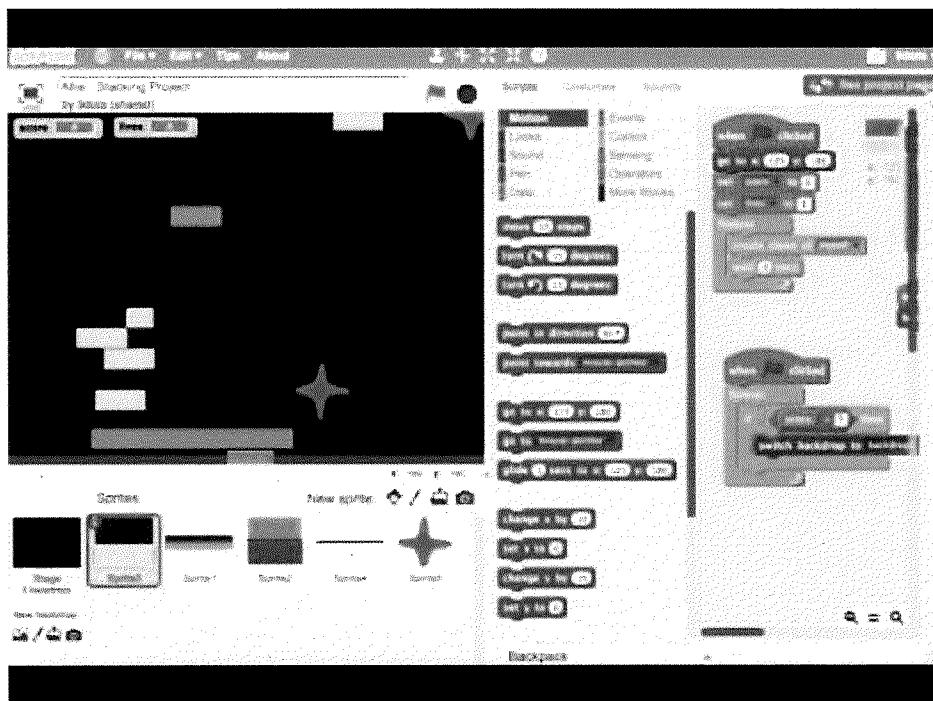
Fourth graders in most APS schools are being introduced to a new instructional strategy called Teaching for Artistic Behavior (TAB). This strategy shifts many of the decisions during the art making process to each student. There is also a shift away from the importance of the final product (work of art) and toward the individual creative process that each student engages in to express themselves visually. This link shows the essential questions for the 4th grade art curriculum and the studio habits of mind that form the framework for all lessons:

https://drive.google.com/file/d/1GmbIR2kbewAhlUzgiYKwse7q4_wE6zTB/view?usp=sharing

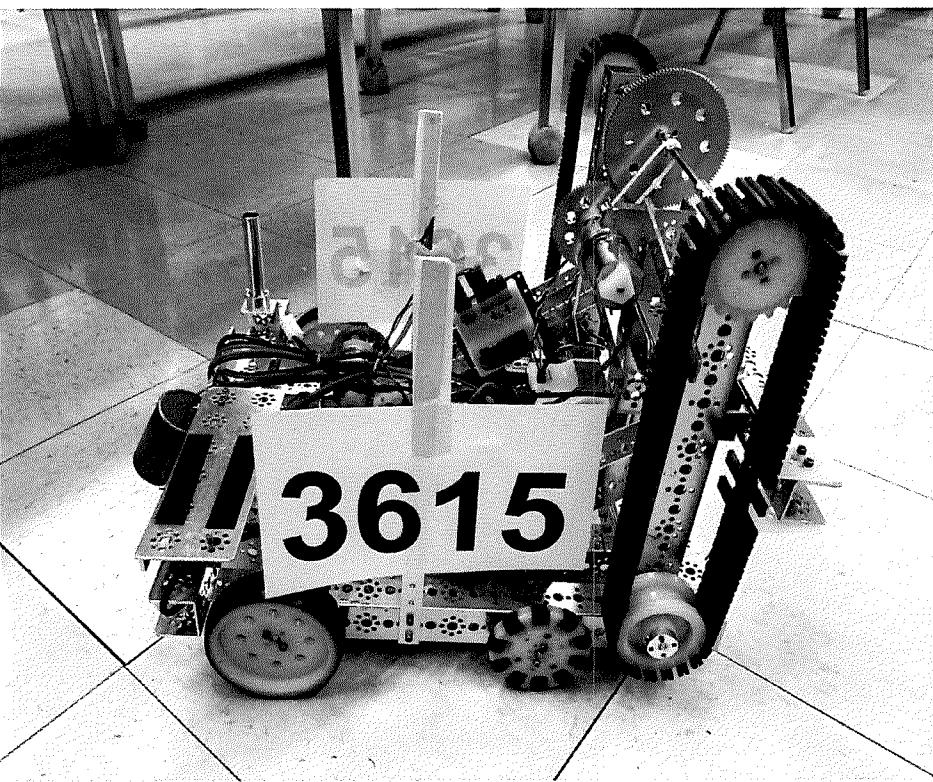
TAB Visual Art Work Stations



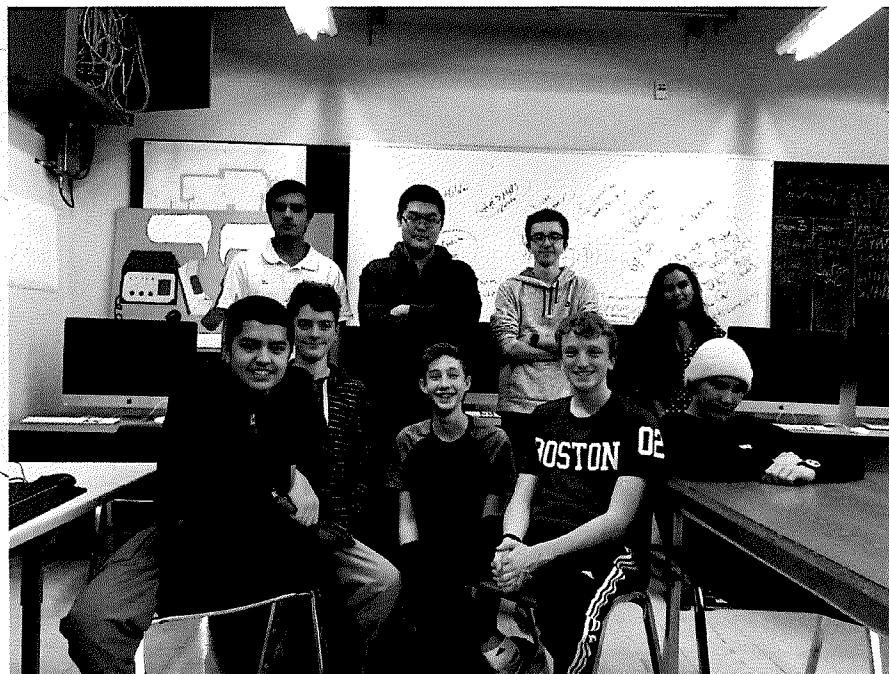
Personalized Learning: Computer Science



Personalized Learning: Extra-Curriculars - Robotics



- Expressive and receptive communication skills
- Digital literacy



- Creativity and imagination
- Critical thinking

Visual Arts

Social and Emotional Learning Through Art Making



Visual Art Teachers design an increasing number of “personalized” art projects for all grade levels that give students opportunities to express their own opinions and emotions through their work.

Excerpt from a student’s written statement about this original work:

“The event I based this piece on was when I went into a downward spiral of emotions...I got help and suddenly a big weight was lifted off my shoulders. This is important to me because it is now an inspiration to move forward and to never stop trying. I used a whole rainbow of colors to represent the place I am trying to reach. I carved an umbrella as my stamp to represent the hard times I went through... I am very proud of this piece.”



Excerpt from a 7th grade student artist's written statement:

"The event I chose is the Women's Rights Movement...Women deserve to be equal to men, no matter what. We are humans too! I represented this event by making my monoprint all black. The black represents the fight for women's rights and that we are angry!...I also used striking pink, red and purple for my stamp because these colors are stereotypical women's colors. These were used to prove that stereotyping is wrong by using reverse psychology".

Questions/Comments

Content Area	Curriculum Material	Grade Level
K-5 Literacy	Purple LLI system to support students in grades 4 & 5	4/5
K-5 Literacy	Teacher and student books to pilot two Gr. 5 units of study: one fiction, one non-fiction, in 2018-19. Reading Unit of Study with NF bookshelf	5
Reading	2 Lucy Calkins Workshop Units of Study for 3rd Grade	3
ELA	Instructional resources to support the new reading benchmark of C4 in Kindergarten.	Kindergarten
ELA	Classroom libraries so teachers will have a robust sampling of literature to support some of the new Reading Workshop units that have been implemented.	Gr. 1,2,4, and 5
New Wilson Program Materials	New program materials for the Wilson Reading Program, which will be available in the summer of 2018.	Gr. 2-5
Math	Math Investigations for 4th and 5th grade. This completes the K-5 math curriculum refresh	4th and 5th grade
Performing Arts	Essential materials and resources necessary to fully engage students in learning; replacement/replenishment of sheet music and classroom instruments.	K-12
Performing Arts	The 3rd grade music curriculum requires that all 3rd graders have a recorder	3rd grade
Social Studies	"Kids Discover Social Studies" curriculum.	5th grade



Town of Arlington, Massachusetts

1.2 For the Massachusetts School Building Authority (MSBA) Feasibility Study, the high school administrators and teachers will refine the educational vision and programs of the high school, integrating its core values and identified essential habits of mind to meet the needs of all students to prepare them for college and career in a globally connected world in order to make space recommendations to MSBA.

Summary:

Evidence of success:

- The report submitted to and accepted by the Massachusetts School Building Authority, to be reviewed by the School Committee by April 30, 2018.

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/>	Report ahspreducationalprogramupdated_06_20_2018_School_Committee_Approved.pdf	AHS Ed Plan for MSBA

Some information
has been redacted
for school security

Section 3.1.2

Arlington High School Educational Program School Committee Approved

Updated 6/20/2018

Arlington High School
Arlington Public Schools
869 Massachusetts Avenue
Arlington, Massachusetts 02476

Guiding Principles

In anticipation of the need to rebuild the high school building, Arlington High School (AHS) administration and faculty have spent the last 4 years visiting schools, reflecting, and gathering our thinking on the future of instruction and the building we will need to support this future. Departments, interest groups formed around areas of focus such as school climate and culture, outside space and student leadership, and affiliated community groups were invited to reflect and create draft reports on their current and future practices and needs. In addition, the high school and district engaged in an ongoing evidence-based strategic planning and goal setting process to create our annual School Improvement Plan (Attachment 1).

As a result, we were well prepared as a community to engage in the process of visioning with David Stephen of New Vista Design. Each department and many functional groups produced statements of educational philosophy, current practices, and future needs. We held a series of 3 community forums to gather input. We also held a session with the faculty to reflect on the work we have done so far. An Educational Visioning Group comprising staff, administration, students, and community members met for a series of 3 workshops to synthesize this feedback and input into an educational vision, as well as guidance on design patterns to support that vision.

We found strong community consensus for the following Guiding Principles to govern the design of the renovated and/or new Arlington High School facility.

At its heart, the renovated and/or new Arlington High School facility must support the best of what AHS is doing now, as well as allow the development and implementation of effective and innovative future teaching and learning practices. It must honor the enduring importance of teacher professionalism in supporting expertise in the academic disciplines and relationships in learning communities, as well as flexibly support interdisciplinary, collaborative, connected, project-based, and personalized learning.

AHS is committed to teaching all children and the whole child. We believe that the future of education in Arlington requires:

1. *Teacher professionalism* - rich classroom and departmental work spaces to support teacher expertise and relationships in learning communities
2. *Inquiry and collaboration* - an interdisciplinary learning commons with research tools, technology, gathering, and breakout spaces to support teaching and learning in the future
3. *Creating and creativity* - specialized and distributed spaces and technology for hands-on and applied learning, including spaces and technology for making, displaying, and storage of work
4. *Support for students' social-emotional needs and social-emotional learning* - centralized and distributed support spaces and personnel, access to nature, and welcoming space
5. *Inclusive and engaged community* - welcoming spaces where we come together as a school and that also serve as a community resource

The following additional principles developed through the visioning process should also guide the design of the new facility:

Teach the Whole Child

- Foster personalization, connection, and ownership
- Meet the varied learning needs of students
- Support students in finding their place/passion
- Extend learning opportunities beyond classroom walls
- Promote social-emotional learning
- Be fun and engaging

Support Inquiry-Based Learning and Promote Inventive and Student-Centered Learning

- Provide hands-on STEM and STEAM opportunities
- Encourage project-based learning and design thinking
- Include applied and authentic learning
- Support interdisciplinary connections
- Promote visible learning

Foster School Community

- Provide accessible and navigable spaces that build community
- Locate Library Learning Commons as heart of school
- Create learning neighborhoods of common interest
- Support interdisciplinary and collaborative learning
- Promote social-emotional health and wellness
- Encourage communication and collaboration

Envision School as Community Hub

- View school as hub of learning, activity, and engagement
- Support community access and use
- Employ a design aesthetic and sensibility of its time
- Embody a sense of history, character, and durability
- Reflect the history and aesthetic of Arlington/New England

Provide Physical and Programmatic Flexibility

- Adapt to varied and unknown future needs and uses
- Provide flexibility for 21st Century teaching and learning
- Support technology integration and evolution
- Remain flexible and future proof

Promote Sustainability

- Ensure energy efficiency
- Promote social responsibility
- Remain practical and cost effective
- Employ building as teacher
- Provide outdoor connections, gathering places, and classrooms

High Standards and Achievement

Arlington High School provides high levels of academic quality and a positive environment despite the persistent challenges presented by the facility. We continue to grow in several areas, including academic achievement, use of technology, school climate, student leadership, and personalized learning.

AHS excels on assessments of academic quality reflecting both high achievement and improvements in academic equity. AHS earned a level 1 designation on the Massachusetts School Report Card for the third year in a row. This reflects not only high performance overall, but success in raising the performance of high-needs students. It is a challenge to consistently raise student performance when achievement is high, but AHS continues to accomplish this goal.

AHS has again received Gold Medal distinction in the U.S. News & World Report Best High School Rankings, rising in its ranking both in the state and nationally. In 2017 AHS ranked 16th among Massachusetts schools, up from 19th the year before, and in the top 2% of schools nationally. U.S. News also recognized Arlington as a top school in science, technology, engineering and mathematics, or STEM, ranking 193rd nationally. Newsweek ranked Arlington in the top 2% of U.S. schools. The Washington Post profiled Arlington as one of the “Most Challenging Schools in the U.S. 68% of AHS students take at least one Advanced Placement (AP) course. Arlington recently participated in the Programme for International Student Assessment (PISA) for Schools administered internationally by the Organization for Economic Cooperation and Development. Arlington ranked at the top of Massachusetts schools and ranked among the top schools internationally, with levels of performance above those in countries such as Singapore. Furthermore, AHS has ranked higher than schools with a comparable demographic profile. Fourteen percent of AHS students qualify for subsidized meals. This means that Arlington outperforms its demographics.

Our information on student postsecondary plans shows that 94.1% of students in the Class of 2017 planned to continue their education, with 91.3% attending college, 2.8% attending prep schools and career education/apprenticeship programs. 0.4% planned to serve their country in the military, and 1.1% planned to take a gap year or other program. An additional 3% planned on entering the workforce. Thus, 98.6% of students in the Class of 2017 had a plan after graduation.

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School.

They are:

- Integrity
- Communication
- Accountability and responsibility
- Respect
- Effective teamwork

We believe that living these values and habits of mind on a daily basis will ensure all students have a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy and participation in an ever-changing world.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially, but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Points Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information
- Media and visual literacy
- Science, Technology, Engineering, Arts, Mathematics expertise
- Collaboration in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

Grade and School Configuration

Arlington High School is a comprehensive high school serving grades 9-12 for the town of Arlington. Current enrollment is at 1328 students and is expected to continue growing. The MSBA agreed upon build-size for this project is **1755 students**. As a district, Arlington has seen high growth over the last decade with an increase of 1,160 students, representing a 25% increase in enrollment since 2007. APS continues to closely monitor expectations for future enrollment using different methods including demographic forecasts and enrollment-based projections. Both methods show the high school growing to a size above our build size in the next 10 years. However, current projections suggest anticipated enrollment increases are within a range that can be accommodated in the building described herein.

Below, we list the current enrollment projections, based on students enrolled as of October 1, 2017 and the 5-year weighted average continuity rate calculated by APS (November 6, 2017).

AHS Enrollment Projections:

	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022
9	350	380	391	414	408
10	324	356	386	397	421
11	340	316	347	377	388
12	314	363	338	371	403
Total	1328	1415	1462	1559	1620

	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
9	433	448	431	486	462
10	415	440	455	438	493
11	411	405	430	444	427
12	414	439	432	459	474
Total	1673	1732	1748	1827	1857

Below are estimated enrollments based on 2016 forecast from McKibben Demographic Research.

<u>Year</u>	<u>McKibben AHS Enrollment</u>
2022	1571
2023	1598
2024	1630
2025	1647
2026	1724

2027	1783
2028	1805
2029	1836

Enrollment growth and aging facilities are straining our services and programming, but we have been resilient and creative in uses of space and staff. AHS is organized by academic departments based on state graduation requirements and special programs. Academic departments are English Language Arts, Mathematics, History, Science, World Languages, Physical Education, Performing Arts, Fine Arts, and Family and Consumer Sciences. In addition, the Special Education, English Language Learner, and Guidance departments provide specialized instruction and student support services. AHS also includes an active Library Media Center, an Interdisciplinary Makerspace, Extracurricular Activities (Clubs, Student Government, and Athletics), Early Childhood programs, a Metropolitan Council for Educational Opportunity, Inc. program (METCO), a regional Special Education Collaborative Program (LABBB), and Community Education programs. All of these programs are important to our educational mission.

AHS has implemented an advisory and house system to provide a sense of community, build stronger relationships, and ensure networks of student support. Students meet for four years in the same advisory group for daily homeroom and a weekly activity period to build relationships, school norms, and communication. Adjoining advisory groups form neighborhood clusters for larger activities and sharing. These advisory groups are organized into 3 houses, each overseen by an Assistant Principal (Dean) with a central House Office. The House Offices provide a social, supervisory, and organizational hub for students, teachers, and administrators.

Future Configuration

With a projected enrollment of 1755, the future building will need 89 classrooms to house advisories and homerooms, and to accommodate scheduling at 85% with an average class size of 23, the MSBA target. We propose 60 regular classrooms, 17 science labs, 4 art studios, and 8 vocational spaces which will all be used as advisory spaces. Necessary additional vocational spaces are not appropriate for advisory use.

Class Size Policies

Arlington High School does not have set class size policies, but we try to keep class sizes within desirable limits. Arlington offers 4 levels of curriculum: college-level (AP), honors, college and career ready (Curriculum A), and modified (Curriculum B). In addition, there are general education, inclusion, and special education classes.

Staffing constraints caused by current building limitations have generated higher than desired class sizes in many areas, as well as shortages of classes for some students. For example, our science labs are below the space limits advised by MSBA and our accrediting association (New England Association of Schools and Colleges). Only one of our 12 science classrooms meets the standard for square footage. We also do not have space for more labs, even though our science classrooms are already at over 95% usage. As a result, and despite 38% of science classes having over 27 students, we are unable to add additional science sections. Most of our current classrooms do not accommodate full-size classes. An audit in 2014 found that only 23% of our classes met the MSBA guidelines for a classroom, and those included 12 classrooms with obstructed views (load bearing wall sections).

In general, our class size practices are as follows:

- General education class ranges are initially set at 18-25 students; however, classes may run over 30 students when necessary. Classes with enrollment below 18 are not staffed unless they are necessary to meet a graduation requirement.
- We endeavor to have an average teacher load of roughly 100 students.
- Honors and Advanced Placement (AP) classes may be allowed to have 25-30+ students, but this is not desirable.
- Physical education classes are capped at 30, unless there are students with special needs.
- Instrumental music and chorus classes are not capped.
- Fine Arts classes are capped at 25 and most are enrolled at that limit.
- Some classes are capped based on safety needs or equipment availability. For example, Wilderness Survival, Backpacking, Climbing, and Woodshop can have no more than 15 students.
- Co-taught, small cohort, and inclusion classes are capped at 15 students.
- Special educational classes are capped at 12 students.

Future Configuration

- With seventeen (17) science labs, the labs will accommodate no more than 24 students.

School Scheduling Method

Arlington has a 7-period schedule that rotates on a 5-day basis. Each class meets 4 times per week for 3 x 51-minute periods and 1 x 80-minute period. In addition, students meet in their advisory groups for 8 minutes each day and for an activity period on Thursdays. On Tuesdays, there is a break for clubs and student support. Physical education classes meet 2 of the 4 periods per week, which provides a Freshman Seminar period for all Freshmen. Freshman Seminar is particularly useful for students receiving support through an Individualized Education Program (IEP). Other students can use the Physical Education classes and requirements to schedule around their needs for academic support.

	Monday	Tuesday	Wednesday	Thursday	Friday
Home	8:00-8:08 am				
	B	A	A	A	B
1	8:11-9:02 am				
	C	D	B	C	C
2	9:05-9:56 am				
	LD	LC	LE	LB	LA
3	9:59-11:19 am				
Lunch	Lunch 11:22 am -				
	E	E	D	E	D
4	--12:38 pm	-12:38 pm	-12:38 pm	-12:38 pm	-12:38 pm
	F	LG	F	X - 12:40 - 1:04 pm	F
5	12:41-1:32 pm		12:41-1:32 pm	LF	12:41-1:32 pm
	G	12:40--2:00 pm	G		G
6	1:35-2:26 pm	X - 2:00-2:26 pm	1:35-2:26 pm	1:06-2:26 pm	1:35-2:26 pm

Because our cafeteria is too small to house more than a third of our students at one time, we have 3 lunch periods, which includes a split lunch. Because we have three lunch periods, during the D or E block, roughly one-third of classes need to split their class period in half, so that students can break for lunch.

1st Lunch	Fusco House	Lunch 11:22-11:47 (25 min.)	Class: 11:47-12:38 (51 min.)	
2nd Lunch	Down's House	Class: 11:22-11:47 (25 min.)	Lunch 11:47-12:13 (25 min.)	Class cont'd: 12:13-12:38 (25 min.)
3rd Lunch	Collomb/PE House	Class: 11:22-12:13 (51 min.)	Lunch: 12:13-12:38 (25 min.)	

Arlington has a 2-semester year, with 4 terms. Most courses run all year. We are currently increasing the number of 1-semester electives offered in order to provide students with more choice and flexibility. Yearlong classes earn 5 credits. Half-year courses earn 2.5 credits.

Graduation Requirements:

- Pass MCAS exam in ELA, Math, and one Science MCAS exam
- Pass 4 years of English Language Arts
- Pass 3 years of History/Social Science (to include World History, US History I, and US History II)
- Pass 3 years of Science (to include Physical Science to pass Introductory Physics MCAS)
- Pass 3 years of Mathematics (to include Algebra & Geometry)
- Pass 4 years of Physical Education (see Program of Studies)
- Pass one year of Fine Arts
- Pass 2 years of World Language (3 years of the same language is strongly recommended)
- Demonstrate competency in Computer Technology
- Perform and document 40 hours of community service
- Minimum of 106 credits required

Program of Studies: <https://sites.google.com/arlington.k12.ma.us/ahs-scheduling/program-of-studies-2018-2019> (Attachment 2)

Arlington High School does not track students. Rather, we allow students to choose their classes based on teacher recommendation. Many students take classes at a mix of levels, and most students increase their level of challenge over their 4 years. Teachers make course recommendations and share that information with students. Students then make their own course selections online. Course selection is followed by individual meetings with Guidance Counselors to ensure that students are meeting their requirements and are appropriately scheduled.

Future Configuration

This is the third year of using this school schedule. It replaces a 7-period, 7-day rotation, with one period dropping each day. We plan to make further schedule changes, as AHS has
Page 9 of 63

committed to changing our school times to reflect current research on teen sleep patterns. We expect to move the daily start time from 8:00 to 8:30 am.

A study team will review the schedule over the next year and will consider alternative options for 2019-2020. We are committed to maintaining time for regular advisory activities, long blocks for labs and project-based learning, flexibility for student support, and an intuitive regular structure. We are interested in developing a schedule that allows for increased flexibility, is more resistant to interruption from special events and weather and supports teacher planning.

Our facilities have limited our scheduling flexibility. In particular, shortages of classroom space, cafeteria space, and library space create limits. While we currently make use of the Learning Commons idea, our existing spaces are much more traditional and fragmented. In the future building, it will be important to have cafeteria space to allow for 2 lunch periods based not on just cafeteria size, but on adjacency to outdoors and central common spaces. We need enough Physical Education space to allow 4 courses to run at once, and a large enough Library Learning Commons to allow classes to meet and collaborate while students are also engaging in directed studies and independent work.

Teacher Planning and Room Assignment Policies

Teachers teach 5 of 7 periods in the rotating schedule with at least 1 planning period per day of 51-80 minutes. Teachers have 2 duty periods per week. Advisory counts as a duty period for most teachers. Special education teachers are not assigned a duty period in order to allow them time for liaison and academic support responsibilities. Classrooms are assigned by department. Where possible, teachers are assigned a classroom to serve as their base for both instruction and advisory. Almost all classrooms are now shared by 2 teachers, with scheduling coordinated to allow most teachers to teach in only 2 classrooms.

Future Configuration

While AHS has many undersized classes, we have also taken advantage of our larger spaces to accommodate larger class sizes. In the future building, we envision appropriately sized 850 sf classrooms with 10% of the classrooms to be 950 sf to accommodate flexible furnishings and student enrollment and interests to support a variety of teaching and learning approaches.

AHS has 9 academic departments: English Language Arts, Mathematics, History, Science, World Languages, Physical Education, Performing Arts, Fine Arts, and Family and Consumer Sciences (FACS). In addition to the academic departments, the Special Education, English Language Learner, and Guidance departments provide specialized instruction and student support services and occupy departmental spaces in the building.

In the future AHS will require 10 teacher planning suites to include office space for Department Head/Lead Teacher, storage space, office equipment, and supplies.

AHS will continue to require general classrooms of appropriate sizes, typically 850 sf with 10% (in total) to be 950 sf to accommodate flexible furnishings, increased enrollment/interest in specific courses, and varied teaching and learning styles.

Teaching Methodology and Structure

AHS is organized in academic departments based on state graduation requirements and special programs. In addition, AHS creates smaller communities and student supervision through our House and Advisory system.

The academic departments are English Language Arts, Mathematics, History, Science, World Languages, Physical Education, Performing Arts, Fine Arts, and Family and Consumer Sciences. In addition, the Special Education, English Language Learner, and Guidance departments provide specialized instruction and student support services. AHS also includes an active Library Media Center, an Interdisciplinary Makerspace, Extracurricular Activities (Clubs, Student Government, and Athletics), Early Childhood programs, a METCO program, a regional Special Education Collaborative Program (LABBB), and Community Education programs. All these programs are important to our educational mission.

Houses and Advisory

To provide a sense of community, stronger relationships, and networks of student support, AHS has implemented an advisory and house system. Students meet for 4 years in the same advisory group for daily homeroom and a weekly activity period to build relationships, school norms, and communication. Adjoining advisory groups form neighborhood clusters for larger activities and sharing. These advisory groups are organized alphabetically into 3 houses, each overseen by an Assistant Principal (Dean) with a central House Office. Though organized alphabetically, there is then a deliberate review of names and revisions made within the House to ensure students are not inadvertently segregated by national origin or ethnicity. House Offices provide a social, supervisory, and organizational hub for students, teachers, and administrators.

Classroom neighborhood serve multiple functions. They form departments, they create areas where teachers can collaborate, and they provide communities for house/advisory groupings.

Future Configuration

In addition to a central interdisciplinary Library Learning Commons, we would like to create departmental areas with department offices, teacher meeting rooms, as well as shared spaces for disciplinary collaboration. We would also like these spaces to support advisory groups and neighborhoods. We currently have 3 Houses, but we will need to organize the building to allow for a 4 House structure. Research indicates that learning communities should ideally remain under 500. Given growing enrollment, we will need 4 Houses in the future and the Houses will be organized by proximity not departments.

We host a range of assemblies for our advisory and academic programs, including class meetings, pep rallies, concerts, elections, outside presenters, performances, award ceremonies, and conferences. These activities require an ability to meet as a whole school, and in divisions in half or in quarters. To meet in these three configurations in a school of 1,755 students,

together with its staff, will require spaces in which to subdivide groups. We will require 4 assembly spaces that can house students and advisors in groups of 1,963, 982, 654, and 491. The 900-seat theater will be a little small for housing half of the school. We envision these assembly spaces as being the Gym, Theater, Library Learning Commons, and Cafeteria.

English Language Arts

All students take at least 4 years of English. Classes are taught at the standard levels (A, H, AP). General education classes develop all students to at least the Curriculum A standard, varying the intensity and time of instruction (co-taught and extended time) while maintaining high standards. Classes are organized around the concept of discourse: discussion involving students, teachers, writers, readers, critical ideas, and significant texts. The operative words in developing curriculum are think, create, grow, and imagine. The work focuses on the synthesis and application of language and ideas. Students work individually, in small groups, and in whole class activities.

English classes have traditionally involved reading and writing as the means by which ideas are expressed, discussed, and communicated. That is not likely to change in the future. The key instructional interaction is still teacher and student interacting around text. However, technology is expanding text beyond print and paper. The world of ideas, communication, story, and text is expanding into multiple platforms and media. Teaching holds more and more opportunities for teachers and students to use media through technology, and students must practice its use. We will need different kinds of spaces beyond our classrooms in order to use technology and to talk and exchange ideas. Technology will also help us reach and engage students, examine new forms of communication, and reach new audiences.

Future Configuration

ELA will continue to require general classrooms to be of appropriate sizes, typically 850 sf with 10% (in total) to be 950 sf to accommodate flexible furnishings, increased enrollment/interest in specific courses, and varied teaching and learning styles.

Old Hall is currently used as a lecture and collaboration space for large student meetings and staff professional development. We often have events in multiple spaces at the same time. We envision a 120-seat Discourse Lab (see Vocational Education Programs) located near the English and History departments to allow for multiple class presentations, debates, discussions, and professional development workshops.

The English Department will benefit from adjacencies to the research, literature, and technology tools of the Library Learning Commons, as well as adjacency to the other Humanities Departments (History/Social Studies and World Languages) for collaboration. In addition, we envision a building where the centrally located Library Learning Commons brings together and supports collaboration between STEAM (Science, Technology, Engineering, Art, and Mathematics) and Humanities Departments.



Mathematics

All students take at least 3 years of mathematics. In addition, the vast majority take a 4th year, and many go on to take additional electives. As a result, mathematics enrollment is roughly 10% above our school enrollment. In addition to the standard levels of courses (A, H, and AP), general education classes offer inclusion and co-taught classes in all of the required classes (Algebra 1, Geometry, and Algebra 2). Co-taught, inclusion classes are currently in transition from a Curriculum B standard to a Curriculum A standard. The Mathematics Department offers advanced courses up to AP Calculus BC, as well as a growing range of offerings in Computer Science, CADD (Computer Aided Design and Drafting), and digital fabrication.

The AHS Mathematics Department values the importance of analytic thinking, collaboration, problem solving, and integration across other disciplines. The Mathematics Department is organized around the following guiding principles:

- Collaboration based department and classrooms
- Aligned to state process and content standards
- Learning enhanced with technology
- Focus on reasoning and sense making
- Belief that all students can learn math

Future Configuration

We are looking forward to more flexible classrooms and department spaces that support student engagement through collaboration, presentation, and exploration of rich tasks. In addition, we welcome the opportunity to develop our specialty labs for computer science and design, as well

as ensure better adjacencies to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) resources, Makerspace, and Learning Commons.

Math will continue to require general classrooms to be of appropriate size, typically 850 sf with 10% (in total) to be 950 sf to accommodate flexible furnishings, increased enrollment/interest in specific course, and varied teaching and learning styles.

History and Social Studies

All students take at least 3 years of history/social science (to include World History, US History I and US History II). As with mathematics, most students take 4 years of history and many students take additional electives. Currently, enrollment is 106% of our total enrollment. In addition to the standard levels (A, H, AP), general education classes offer co-taught, inclusion classes in the 3 required courses. Co-taught, inclusion classes are currently in transition from a Curriculum B standard to a Curriculum A standard.

The AHS History Department seeks to engage students in the study of history and social studies through authentic instruction. Students experience history through interactive, real-life based activities, perspective-taking, and a critical analysis of history that makes connections to today's society. As part of the study of history, we also look to develop students' research, critical thinking, and writing skills, as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in and engaged global citizens. The History and Social Studies Department organizes around the following mission and key values:

- Valuing authentic, real world experiences where students can 'do history'
- Emphasizing historical thinking skills and mindsets
- Promoting civil discourse and collaboration among students
- Allowing students to demonstrate, synthesize, and apply their knowledge of history in line with 21st century media skills

Future Configuration

We are looking forward to more flexible classrooms, integrated technology, work spaces, presentation spaces, and department spaces as we continue to implement the revised MA History Frameworks 2019-2020 and updated MCAS assessment. We look forward to increasing use of multimedia, interdisciplinary projects that ask students to tap into a variety of skill sets. These will include original student research based upon inquiry questions. Civics and civic engagement will be an increasing focus. We are working toward a Civic Engagement Certificate to add to the high school's offerings of interdisciplinary certificates.

As with the English Department, the History and Social Studies Department will benefit from adjacencies to the research, literature, and technology tools in the Library Learning Commons, as well as adjacency to the other Humanities Departments. In addition, we envision a building where the centrally located Library Learning Commons brings together and supports collaboration between the STEAM and Humanities Departments.

The History/Social Studies Department frequently hosts debates, speakers, moot courts, and other large group discourse events. Currently our best space for this purpose is Old Hall. The 120-seat Discourse Lab (see Vocational Education Programs) will provide a flexible breakout space for many collaborative and interactive projects.

History/Social Studies will continue to require general classrooms to be of appropriate size, typically 850 sf with 10% (in total) to be 950 sf to accommodate flexible furnishings, increased enrollment/interest in specific courses, and varied teaching and learning styles.

Science

All students take at least 3 years of science. As with the other disciplines, most students take 4 years. All students take Physical Science as preparation for the MCAS, followed by Biology and Chemistry. In addition to the standard levels (H, A), Concepts in Physical Science is offered at the Curriculum A level in a co-taught, inclusion setting. Inclusion offerings will be expanded to Biology and Chemistry over the next 2 years. The Science Department offers advanced courses through AP, including Biology, Chemistry, Physics (1 & 2), Environmental Science, and Anatomy/Physiology. Applied multidisciplinary courses include Environmental Science, Astronomy, Oceanography, and Engineering. As a result, many students take more than the required 4 years of science. Total science enrollment is roughly 110% of our total enrollment.

The Department is constantly considering and piloting new courses as staffing, space, and interest allow. We are currently considering courses in Neurobiology, Weather and Climate Change, Pharmacology, Writing in Science, and History of Science. The Interdisciplinary STEAM Design Thinking Certificate represents part of our efforts to integrate STEAM and design thinking across student experiences, disciplines, and courses.

Science is the department most hampered by the current facility. Only one of our labs meets the MSBA guidelines for square footage. We currently have only 12 science classrooms. Almost all of the labs have obstructed views. Not all classrooms are designed or fully outfitted as labs. The labs are currently over 95% usage, which makes it difficult to schedule additional sections.

With new facilities and the ability to house additional staff, we envision the following:

- Increased collaboration between science classes (increased common project rooms, presentation rooms, and equipment rooms)
- Connecting with applications in the real world, especially the local community
- Interdisciplinary coursework and projects
- Increased Digital / Virtual connections (guest speakers, collaborative groups, etc.)
- Increasing lab components (engaging in the Scientific Practices – in the school and in the community)
- Heavier use of modeling scientific systems and applications

Future Configuration

With 1,755 students and the MSBA recommended size for science classes, and 85% usage, the MSBA formula will call for 17 science classrooms. At our 110% enrollment rate, we will need to

accommodate 1,931 students, which will result in average class sizes of 22 at an 85% usage rate (or require 19 labs for class sizes of 20). Given that our enrollment is projected to rise to 1,857 in 2027, with 17 labs at 85% usage, we will need class sizes averaging at 23.

	Course	School	Course	#Class/Size	#Class/Size
Year	Enrollment %	Population	Enrollment	20 students	23 students
Build size	100%	1755	1755	17.2	15.0
Build size	110%	1755	1931	18.9	16.5
2027	100%	1857	1857	18.1	15.8
2027	110%	1857	2043	19.9	17.3

We are looking forward to state-of-the-art labs that can be outfitted flexibly for the different science disciplines. With our focus on departmental collaboration, we would like our labs to be grouped together and adjacent to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) resources, STEM Computer Lab, Makerspace, and Learning Commons. In addition, adjacency to the Envirogarden (See Outdoor Spaces) will also facilitate outdoor programming.

Science labs will remain departmental and will be located near each other. Currently and in the future specialized labs are distributed throughout the facility and accessed by other departments as necessary for inter-disciplinary work, this will/would be the case for science labs as well.

World Languages

All students take at least 2 years of a World Language. Most take a 3rd year, as this is an expectation for many state and competitive colleges. We strongly encourage students to continue in the same language. Arlington offers 5 languages, Spanish, French, Latin, Mandarin, and Italian. Most students enroll in grade 9 in Level 2 classes, having studied the languages in middle school. Italian study is only offered at the high school level. Students have the opportunity to study to the AP level in Spanish, French, and Latin. The program is growing in Mandarin and Italian as more students enroll in the earlier years. Students may enrich study in languages not offered by taking approved online courses. General education classes develop all students to the Curriculum A standard, varying the intensity and time of instruction (co-taught and extended time) while maintaining high standards.

The World Languages Department goal is for students to develop the ability to communicate effectively, think critically, and participate actively and responsibly in a multilingual global society. Central to their curriculum are the following goals:

- Follow American Council on the Teaching of Foreign Languages (ACTFL) recommendation that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction
- Include culture as an integral component of communication
- Develop 21st century skills of collaboration, communication, critical thinking and creativity by exploring other cultures and imagining the world from a different perspective

To recognize and support learning beyond the classroom walls, Arlington sponsors multiple international trips (5 per year), has partnerships with multiple communities outside the U.S., welcomes roughly 40 exchange students each year, promotes language literacy with the Seal of Biliteracy, and supports the Interdisciplinary Global Competency Certificate. To support access, we have developed a scholarship program for our international trips.

World language learning will be increasingly affected by technological advances, allowing learners to collaborate with peers throughout the world to address global challenges and issues of social justice. The current Language Lab is small and out-of-date for the current use of instructional technology. Many teachers are reaching out beyond the lab to use other labs, Chromebooks, and iPads for more flexible programming. Already, Arlington is piloting the use of virtual reality. Students participating in the Paris Café Project collaborate with other programs and spaces, such as CADD/Digital Media Lab, Makerspace/Woodshop, Art, Math, and Music-Jazz Club. The Paris Café Project students present projects to judges in the Computer Lab.

The current spaces for the World Language Department are among the most challenging in the building. The classrooms are small with irregular shapes, obstructions, poor sound proofing, awkward technology, and poor adjacencies.

Future Configuration

We are looking forward to large, flexible classrooms and department spaces that support student engagement through collaboration, presentation, and exploration of rich tasks, spaces where students can flexibly meet in small conversation groups, privately do oral assessments, and receive whole group instruction. Teacher classrooms allow for the creation of immersive language community environments. In addition, the department looks forward to a Language Multimedia Immersion Lab space that would have space, technology, and a kitchenette to support presentations, language immersion, testing, hosting exchange students/gatherings (30-40 students), performances, and productions.

World Languages will continue to require general classrooms to be of appropriate size, typically 850 sf with 10% (in total) to be 950 sf to accommodate flexible furnishings, increased enrollment/interest in specific courses, and varied teaching and learning styles.

Physical Education

Physical Education (PE) is a 4-year state requirement. Students take a full-year of Physical Education in grade 9, 2 quarter terms in grade 10, and 2 additional quarter terms for grades 11 and 12. In addition to physical activity, the grade 9 Physical Education program includes health instruction and basic CPR. After grade 9, students can choose from a wide array of options including offerings as broad as climbing, winter survival, backpacking, yoga, mindfulness, personal fitness, weight lifting, walking, and team sports. Students currently enroll in Physical Education beyond the minimum graduation requirements. Only a handful of students receive waivers for outside activities.

Currently 4.6 PE teachers make use of 4 PE spaces and a classroom. In addition, the Fitness Room and Gym are supervised by a paraprofessional (BSP) to allow access when classes are not in session. PE spaces are currently used at 89% capacity during the winter and inclement weather. We run 3-4 activities every period. The Fitness Center is in almost constant use.

The curriculum is organized around a guiding principle that students will demonstrate integrity, persistence, and the ability to work independently and cooperatively to attain their physical and mental health needs. As we move forward, we hope that all students will make informed, responsible judgements regarding their personal, emotional, and physical well-being. Ability to engage and participate in PE is the beginning of lifetime health. Healthy eating and stress relieving techniques are key to mental and physical health.

Currently, the PE Department has access to 2 gyms, the Toz (Red) Gym, which houses the main basketball court, and the Blue Gym, which houses climbing and gymnastics apparatus. In addition, Arlington makes use of the Fitness Center, Health Classroom, and alternative spaces including The Pit (small gym) for activities such as dance or yoga. Many academic, special education, and student support programs use the Pit as well. These include:

- Workplace
- Summit
- Engineering
- Physical Science
- Preschool
- LABBB Educational Collaborative
- Student Council (Blood drive, culture day, etc.)
- English
- Students can also request access to the gym during any unscheduled time. Open gym time provides a needed break, central to mental and physical health for many students.



Future Configuration

In the proposed plan, we are not asking for additional space. In fact, the plan calls for a reduction in the spaces available to us. We will reduce from the current 26,665 sf to 26,000 sf of PE space. In addition, we will move from 4 gym spaces to 3. Our hope is that, with the consolidation and improvement of PE spaces, we will be able to maintain our level of programming in better, if smaller, spaces. In addition, the PE spaces are used for educational athletic programming by our 30 athletic teams (discussed within the Athletics section).

The current Red (Toz) Gym strains to hold our existing enrollment at 12,740 sf and is too noisy to handle 2 classes at the same time. In a new 16,000 sf facility, we hope for a flexible gymnasium space, with sound treatments that make it effective as 2 PE teaching spaces. The space would contain an indoor jogging track for year-round training activities (currently winter walking and jogging opportunities are extremely limited).

In addition to our Physical Education Programming, the gym is the only space that can seat the entire school for assemblies. Seating for up to 2,000 students and staff, and a gym design for reasonable performance space with acoustics, sound, and projection, will be important for our Advisory Program, Performing Arts, and other programming.

Physical Education will also need an alternative space for teaching activities such as dance, climbing, and yoga. In order to accommodate the needs of our climbing apparatus, wrestling mats, batting cage and gymnastics equipment, we envision a replacement for our Blue Gym with a 7,000 sf alternative PE space.

The current 4,000 sf Fitness Room is in almost continuous use during the school day and after school. We plan for a more efficiently designed 3,000 sf Fitness Facility.

PE will also require adjacency to a flexible classroom space for Health, CPR, and First Aid instruction.

The flexibility of these spaces depends on the ability to change equipment and apparatus. Climbing apparatus, heavy mats, batting cages, and similar equipment must be easily raised

and lowered, or stowed. Storage for climbing gear, mats, balls, rackets, nets, and a host of athletic equipment is crucial to making this a useful and effective space.

The PE spaces should include an athletics entrance for events and access to the fields. The PE/Athletics spaces should be able to be locked off from the rest of the school, when appropriate, to allow for security during after school events. In addition, connections should allow movement for larger events from the gyms to the Library Learning Commons. For example, AHS hosts events such as the College Fair and Speech Competition that utilize all of our large spaces.

We have also requested an Alternative Physical Education space for our Special Education Department to support their programming. These programs should be adjacent to the PE spaces and to the related support programs.

Visual Arts

All students take at least one year of fine art, focused on aesthetics and the creation of art, either through the Visual or Performing Arts Department. The Visual Arts Department offers a wide variety of media and techniques that encourage students to explore and strengthen their creativity and problem-solving skills. The project-based curriculum is designed to develop studio thinking habits that make expressive, personal and original work possible. Currently the Visual Arts Department offers a broad course selection, including options such as Introductory Studio Art, Painting, Sculpture, Mixed Media, Ceramics, Advanced Portfolio Prep, and AP Studio Art. The Interdisciplinary STEAM Design Thinking Certificate represents part of our efforts to integrate art and design thinking across student experience, disciplines, and courses.

The Visual Arts Department is guided by the following principles:

- Educate the whole student
- Emphasize reflection, critique, and exhibition
- Collaborate with other disciplines
- Foster connections to the greater Arlington community
- Build awareness of contemporary and historical artists and social issues
- Support students' social and emotional needs

In the current facility, our 3.6 art teachers use 4 studio classrooms, including a ceramics studio, the Digital Arts Lab (shared with CADD), the Makerspace, and a gallery space to support the wide range of activities and projects. The Visual Arts classes are already at full capacity of 25 students per section.



Future Configuration

With 1,755 students, we would expect to have enrollment climb by a corresponding 32%. That will require 4.8 teachers. With our existing 4 classrooms, we would be just over 85% usage. We propose to keep 4 art studios in the new facility.

We hope for improved arts facilities that support curriculum and instruction and an overall building design that promotes integrated studies and connections with other departments (STEAM). “Open studios” provide the space and equipment for students and teachers to work effectively in a choice-based program. In addition, we envision a high school that is visually stimulating, with ample display and gallery space to share work.

Specifically, Visual Arts should be near the Makerspace Suite and the Digital Arts Lab. Adjacencies to the other STEAM departments will also help advance collaborations on the role of design thinking across the disciplines.

Performing Arts

The Department of Performing Arts comprises performance programs and academic studies in music and the theatre arts. Students are engaged in hands-on authentic experiences in performing, creating, responding, and making connections between the arts and with other disciplines. The program creates award-winning ensembles and productions with an impact on school culture, the community, and even internationally.

Current offerings include:

- Four instrumental music ensembles focusing on band, orchestral, and jazz music
- Four choral ensembles focusing on a varied repertoire of choral and vocal music for men’s, women’s, and mixed choirs
- Digital music technology
- Sequential courses in theatre and film studies
- Extensive co-curricular drama and musical theatre opportunities emphasizing performance, production, and technology

- Multiple music and drama performance opportunities

Students learn in and experience music, drama, theatre technology, and dance in a connected and collaborative environment, are immersed in the arts, and can make connections with other disciplines. We currently achieve these results in spite of our limited and aging facilities. We currently make full use of the following facilities:

- 916-seat Lowe Auditorium with 2,140 sf stage
- Little Theater
- Band room
- Chorus room
- Digital Production Lab and Production Studio
- Practice rooms and an ensemble space
- Set and costume storage



Future Configuration

We expect to continue with the existing types and numbers of spaces, but with appropriate size, adjacencies, equipment, and design. Arlington High School students have access to high-quality educational programs in the performing arts that will be supported and enhanced by state-of-the-art facilities.

We are requesting to keep (in concept) a 900-seat Auditorium to house our 3 theatrical productions, 12 concerts, regular assemblies, parent nights, and outside collaborations. For assemblies that are part of our advisory and other programming, the 900-seat auditorium allows us to meet with the whole school in 2 assemblies. For many events, such as the all-town concerts, we already need to have multiple day events to allow all of the parents and families to attend. Our current 2,140 sf stage already strains when our entire music program of roughly 250 performs together. Participation in our stage productions is also limited by the number of students we can fit on stage. For this reason, we plan to keep our current size and theater seating in a better designed and more flexible theater. A state-of-the-art theater would support theatrical productions, theatrical technology, and other programming. An improved theatre would add fly space, wings, state-of-the-art lighting and acoustics, projection, and 2 x 500 sf stage extensions to allow for larger productions and music ensembles.

We envision the Auditorium as a flexible theatrical space. We require a 900-seat space to accommodate multiple events throughout the year. We have regular class meetings, assemblies, and events in which we divide the school in half to meet with upper and lower classes. Many events such as the winter and spring concerts, all-town concerts, alumni invitational concert, and the acappella festival play to full-houses. We envision a theater with a balcony to allow closer seating. In addition, the balcony can be closed off to create a medium sized, more intimate setting. The stage extensions can also be used, where appropriate, to reduce the amount of seating to suit the event and the expected audience. In addition, the Performing Arts Classroom can be used for still smaller productions.

Our Little Theater is currently 1,340 sf and seats roughly 50 with a small stage. In a better configured, 3,000 sf space, we would have more flexibility for programming and be able to accommodate roughly 120 seats. This performing arts classroom would support our student directed one-act plays, theater classes, and serve as a larger production space for our Digital Production Lab and Production Studio. Adjacency to the larger theater would allow the space to serve as a staging area for large theatrical productions.



Our instrumental and choral music ensembles are scheduled to allow the entire ensemble to rehearse together. The concurrent scheduling creates a much stronger program, but it strains our existing Band Room and Chorus Room. While the MSBA documents state, "Assumed use - 25% Population - 5 times/week" for these spaces, a strong program requires space where the entire band or chorus can regularly practice as a whole.

The current Band Room is only 1,500 sf, and poorly serves our award winning instrumental music program. With a 75-student band and a 115-student orchestra, the program requires a larger practice room. The recommended 1,500 sf space in the MSBA guidelines describes a 50-100 student band. Our current orchestra is already over this range. With 32% enrollment growth, the band will undoubtedly grow. A 32% larger instrumental program of 150 students would require a band room of at least 2250 sf, based on MSBA numbers. The recommended standard for sound for a band room is a minimum of 2500 sf. We are, therefore, requesting an 2,500 sf Band Room, as well as Practice Rooms and Ensemble Space.

(<https://www.wengercorp.com/Construct/docs/Wenger%20Planning%20Guide.pdf>).

The current Chorus Room measures 1,320 sf. Our current choral program serves an 80-student mixed chorus and a 30-student Madrigal chorus. Enrollment in our chorus is already increasing

and with enrollment expected to grow by 32% to 39% we envision a chorus of up to 150 students. A 1,500 sf chorus room is expected, by the MSBA, to serve a 50-100 student chorus. Thus, to accommodate growth in participation and enrollment, we estimate the need for a 2,500 sf Chorus Room.

The current Digital Music Lab resides in a less than ideal space in the corner of the Library. We plan for a new Digital Production Lab and Production Studio to support instruction in music theory, production, and composition to be located near Performing Arts (see Vocational Education Programs).

Our current Digital Production Lab hosts classes in music composition, scoring, creation, and performance. Computers and digital instruments currently support classes of up to 20 students. We supplement the lab with student devices and peripherals, so it can accommodate up to 27. The music room also has a production lab that allows video recording and production. Currently other courses use the studio for recordings and small video productions. The future lab would be adjacent to the Performing Arts facilities and house classes of up to 25 with spaces for keyboards, instrument storage, and full production studio, allowing for classes and interdisciplinary production work.

The new Performing Arts facilities will strongly benefit from being adjacent to one another and able to share space and interact easily. In addition, set design will benefit from adjacency to the Makerspace.

Family and Consumer Sciences

The Family and Consumer Sciences Department (FACS) offers elective opportunities focused on practical problem-solving, collaboration, and life-skills. Currently, FACS offers courses in Culinary Arts, Early Childhood Education, and Interior & Fashion Design (earning art credit). Students learn skills and obtain information that assists “individuals, families, and communities to make informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.”

Current programs use 2 culinary labs, 1 multipurpose classroom, and students observe/participate in practicum in the Preschool and Daycare. FACS continues to build community partnerships through capstone projects and internships in Early Childhood and Culinary. FACS works closely with the Interdisciplinary Makerspace on curriculum goals. The department has been strongly involved in development of the Interdisciplinary STEAM Design Thinking Certificate.

Our Early Childhood Education Program hosts a Daycare Program for up to 12 children ages 3 months to 2 years, 9 months. This program serves the children of APS staff and provides hands-on experience for our Early Childhood students. The Daycare is an integral part of the FACS/Early Childhood Education Program and the Early Education Certification Program offered at AHS. Students do adjunct hours in the program in their early classes. Early Childhood Education students complete internships in junior and senior years.

Future Configuration

In the future, we are planning to continue with 2 Culinary Labs, the Interior Fashion Design Classroom, and the Early Childhood Education (ECE) Program.

The ECE Program requires 35 feet of open space per child (420 sf), a separate sleeping room, a bathroom, a kitchenette, and an outdoor play area. At capacity, the program employs 4 staff. Ideally, the program would be located adjacent to the Preschool and be able to share the Preschool drop-off.

FACS is excited about the prospect of expanding hands-on learning experiences through adjacencies, programming and partnerships with a student-run cafe, partnerships with the school store, and partnerships with Food Service. FACS is committed to developing further opportunities to prepare students for their future homes, careers, and communities.



Guidance

Our Guidance Department provides a full range of supports for academic planning, post-secondary transition, and social-emotional support. As part of our Student Support Team (SST), Guidance works with Deans, Special Education, Nurse, and Social Workers to coordinate supports for students, teachers, families, and departments. In addition, our Guidance Department partners with local agencies to coordinate and refer services to students and families.

Each Guidance Counselor is assigned between 200-250 students. Students are divided alphabetically across the 4 grades. Counselors keep the same students for their high school career. Students meet with Counselors for course selection and scheduling and follow up for any course changes. Counselors serve as the coordinators for Section 504 Accommodation Plans, coordinating meetings, writing, and overseeing implementation of plans. Counselors also provide referrals for internal crisis intervention/social work support, usually through the SST process.

As part of the 4-year planning process counselors hold seminars with students and evening parent programs to deliver a developmental guidance curriculum. They provide college and career advising and assist with the college admissions process. They host college representatives during the school day and hold an annual regional college fair.

Future Configuration

While the current department has 6 Counselors and a Guidance Department Head, we expect to grow to a staff of 9 with enrollment growth to 1,755. Currently 3 counselors are clustered together with the Guidance Secretary in the Guidance Office. The offices for the other Counselors and the Guidance Department Head are scattered throughout the building, based on space availability. Often the department hosts interns, in order to provide additional student support. Consolidating the department in one office with reception, a college research area, and access to a conference room will improve coordination and student access. We envision a central space adjacent to the Library Learning Commons, so that students can easily and discreetly access support.

Special Education

Special Education services address the individual and diverse learning, social, and emotional needs of students who require specialized instruction, and/or related services, in order to access the general education curriculum, take part in the life of a high school student, and meet graduation requirements. Our Special Education Department works in collaboration with the general education departments to provide a range of evidence-based programming to meet the needs of a wide range of students. Programming includes 3 specialized programs (Reach, Compass, and Summit) as well as 2 integrated program "suites" (Millbrook and Workplace), which address student needs for social-emotional support and academic support. Students in inclusion settings receive a range of services from accommodations in general education classes to more supported programming in substantially separate, co-taught, and extended time courses. Special Education also provides students with transition assessment and services to prepare for post-secondary education, employment, and independent living. Expertise in the Special Education Department is provided by a range of specialists, including Social Workers, Speech and Language Pathologists, Reading Specialists, School Psychologists, Occupational Therapists, Physical Therapists, Board Certified Behavior Analysts, Team Chairpersons, and a Coordinator.

Specialized Programs

Reach Program

The Reach Program is one of 3 specialized programs offered at AHS. This population of students has a variety of needs based around challenges in executive functioning skills, social cognition and emotional regulation skills, sensory integration, and cognitive rigidity.

Currently serving up to 28 students with 2 Teachers, 4 Behavioral Support Personnel (BSP), and 1 Social Worker, as well as access to other services (particularly the Speech and Language Pathologist). The program also serves as a homeroom, advisory group, and home base throughout the day. The program provides students social-emotional services, academic support, and instruction in social pragmatics. As the program population and its success grows, it is experiencing both increasing numbers as well as students who are more profoundly impacted by their disabilities. These students may require Applied Behavioral Analysis (ABA) and discrete trial training, direct instruction in activities of daily living, and functional academics. Currently, the Reach Program operates the AHS School Store. Due to space issues, the program recently moved from a classroom space to a mobile kiosk.

Future Configuration

The program is currently located adjacent to the Library Media Center. A central location adjacent to the Library Learning Commons, near the Nurse, and with easy access from outside would be desirable in the future. A central location will provide discreet access to resources and support programs, rather than isolating or stigmatizing the program. The program will require 2 classrooms, 2 small group rooms, 1 quiet room, and offices with separate access for Social

Work and Speech and Language services. In addition, a Life Skills Café and Store will be a valuable program for transition and life skills education.



Compass Program

Arlington has traditionally had a substantially separate Compass Program that serves special education students who require specialized instruction in activities of daily living, such as self-care, banking, navigating the local community, and instruction in independent living skills; often this program would have a direct and substantial relationship with a 18-22 year old, post high school adult program.

Currently there is a small cohort of these students and, as a result, they are placed in out-of-district programs. In order to have these students take part in their local school community, a program needs to be created.

Future Configuration

The program currently has an identified population rising through the elementary and middle school and will need to support at least 12 students through their high school years, from ages 14-17, and then from 18-22. This program will be designed to prepare the students with independent living skills, so as they transition into their adult years they understand the essentials of day to day functioning and take part as a contributing member of their local community.

The program will require 1 teacher and 1 BSP for the high school age program and the same for the ages 18-22 substantially separate program. Each group will require its own classroom, for a total of 2 classrooms. In addition, the program will require an Activities of Daily Living/ Life Skills Classroom designed to provide a simulated daily living experience, including a kitchen, laundry, bedroom, bathroom, and living space. This classroom will also be a resource for Reach, Summit, and the Workplace. As with Reach, adjacencies to the Library Learning Commons and other support and Special Education services will be desirable. The program will also benefit from access to the Life Skills Café and Store and the FACS programs.

Life Skills Cafe and Store

The current School Store operates as a life skills, job transition, and social skills program for our Reach Program. Students from economics classes have also partnered with the program to provide support. Due to space issues, the program recently moved from a classroom space to a mobile kiosk. In the future, we envision a Cafe and Store operated by students from Reach and Compass and supported by partnerships with economics and FACS. The space would ideally, be centrally located so as to be accessible from the Reach, Compass Programs, and the Cafeteria.

Social-Emotional Programs

Arlington has created integrated programming for students with social-emotional challenges. This Integrated Program allows us to offer a continuum of services from substantially separate to inclusion settings to support students with both internalizing and externalizing social-emotional challenges. These programs include Summit, Mill Brook, and Workplace. The Harbor/Shortstop Program is also part of this suite of services but will be discussed and located with programs focused on academic support.

Future Configuration

Our current facilities have pushed these programs to different corners of our facility, but they would benefit significantly from adjacencies and design that allow faculty collaboration, improved student transitions, and a separate exterior entrance. The goal is to allow the programs (Summit, Mill Brook, and Workplace) to be adjacent and connected vertically, and also to allow each program to be connected to the building centrally. See the AHS Adjacency Diagram.

Summit Program

The Summit Program is designed for students with significant social emotional impairment. Its mission is to provide students with a therapeutic program within the context of a comprehensive high school environment. Like Reach, the program serves as a homeroom, advisory group, and home base throughout the day. Students range from those who spend almost all day in substantially-separate classrooms to those who are primarily served in general education classes. The program provides social-emotional services, direct instruction in academics, and direct instruction in social skills. Summit currently serves up to 24 students with 2 teachers, 2 BSPs, and 1 Social Worker. While the program space is constrained by our building, the current space has 2 classrooms, a Social Worker's office, and a quiet room for students to use for calming and reflecting.

Future Configuration

Space requirements include 2 classrooms, 1 quiet/small group room, and a Social Worker's office. The program would make use of the Special Education Alternative Physical Education Space for PE.

Mill Brook Transition and Assessment Program

The Mill Brook Transition and Assessment Program is an integrated program. Currently located in a nearby building, Mill Brook serves special education and general education students who are in a state of transition that may include academic, behavior, and/or social emotional needs, or placement evaluation. Many of these students experience significant difficulty interacting with students in the larger building and require a separate exterior entrance. The program provides complete academic programming in a self-contained, small group program with a high level of support. Students eat lunch and spend their entire day in-program. In addition, the program provides a range of evaluation services for both special education and general education students. The program is staffed by 1.4 Teachers, 1.5 Social Workers, and 2 BSPs, with additional support staff as necessary. The current space has 2 classrooms, 2 offices, a lunch room, 2 bathrooms, and a small kitchen.

The usual placement at Mill Brook lasts for the evaluation period, after which time students transition within the integrated program (to Summit, Workplace, or Harbor), to their district of origin, or to an out-of-district placement. The current program serves up to 24 students at any one time. Last year, it served over 60 students total. Programming includes the core academic disciplines, art, music, physical education, social work services, and social skills.

Future Configuration

Space requirements include 2 classrooms, a quiet/small group room, and a Social Worker's office, bathrooms, and a kitchenette/lunchroom. The program would benefit from adjacency to the Special Education Alternative Physical Education Space for PE.

Workplace

Workplace is an inclusion program at AHS to meet the needs of students who benefit from learning in a different environment than the traditional high school. Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized, and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered on the Omni Class where students work on self-awareness, group trust, leadership, and community service. The program serves up to 24 students with 2 large classrooms, a quiet/counseling room, a storage room, and a kitchenette.

Future Configuration

Workplace will need space similar to its current configuration: 2 classrooms, a quiet/counseling room, a kitchenette/sink, and storage for adventure equipment (e.g., camping, crafts, outward bound). We would like the program to be adjacent to Mill Brook and Summit to help program coordination. However, the programs should be separate from each other and Workplace will benefit from a location that is more connected to the school as a whole relative to Mill Brook and Summit.

Academic Support Programs

Arlington has created an Academic Support Suite in the Library and additional classrooms throughout the building. As with the system of social-emotional programs, these programs allow us to offer a continuum of services from self-contained to inclusion. These services include Academic Support, Testing Center, and Harbor/Shortstop. In addition, students have access to the general education Learning Center. As with all of our facilities, Special Education programming makes the most of our aging and cramped spaces. We have grouped most of these programs in the Library to create positive adjacencies and collaboration. Academic Support classes are located in the departments.

Future Configuration

In the new building we would like to locate support programs in adjacent spaces near the Library Learning Commons and position Academic Support classrooms in each of the departments. Appropriate adjacencies will help these programs better coordinate and serve students.

Academic Support

Academic Support (formerly known as the Resource Room), provides a setting for students to receive services mandated by IEPs. Students access Academic Support for direct instruction, organizational and executive functioning instruction, and accommodations. Each program serves a maximum of 12 students per state requirements. We currently have 4 locations with 12 teachers. These are also the teachers that provide small group instruction in the content areas. Because of our shortage of space and poor layouts, these spaces are shared and not always in ideal locations adjacent to their related departments.

Future Configuration

In the future, we plan to distribute those teachers across 6 locations with 2 teachers per setting. These programs should be located adjacent to each of the academic departments, to provide inclusion support, easy access, and disciplinary collaboration.

Testing Center

The Testing Center is staffed by 1 BSP and offers supported study and testing accommodations, as required in students' IEPs. The program is located in the library, adjacent to the Harbor and Shortstop Programs and the Learning Center and has space for up to 12 students.

Future Configuration

Ideally, this classroom would have study carrels and a work table for up to 12 students. With placement adjacent to the Library Learning Commons, the Learning Center, and Harbor/Shortstop, students would continue to have easy access to research tools, study space, and tutoring. Students in Harbor/Shortstop could easily access testing accommodations without traveling through the building.

Harbor and Shortstop

The Harbor and Shortstop Programs are inclusion programs that work together to address students with long-term and short-term mental health and medical issues.

Harbor is a long-term support program that addresses academic, social, and emotional needs of students with chronic mental health or medical issues. Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker.

The Shortstop Program is a short-term program providing tutoring and counseling support for students returning to school after an extended absence of 7 or more days that is caused by emotional and/or medical reasons. An Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to 2 full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require long-term support after Shortstop may be referred to the Harbor Program.

Roughly 100 students cycle through the Harbor and Shortstop Programs in a given year, with Harbor serving up to 30 students at any given time. The programs are overseen by 2 Social Workers and staffed by 3 Instructional and Student Support Specialists (Tutors). The programs currently have 1 medium and 1 small classroom. Social Workers have individual offices located throughout the building.

The social workers who supervise Harbor and Shortstop also provide counseling services to other students. These clinicians meet with upwards of 200 students per year. Social workers work in close daily contact with the guidance counselors, nurses, deans and teachers to support students in need. Our social workers also engage in wellness programming for our student body

at large, in the hopes of raising awareness around mental health issues and decreasing the stigma associated with asking for help.

Future Configuration

With roughly 32 percent more students in the school, we can anticipate a similar growth in the need for Harbor and Shortstop programming. We anticipate a need for a suite with 2 Social Worker offices, 2 full size classrooms, and a quiet/small group room for up to 10 students. While we would like to consolidate these spaces adjacent to the Library Learning Commons, the Testing Center, and the Learning Center, we also want spaces that can provide discreet access and quiet space for students. The program would make use of the Special Education Alternative Physical Education Space for PE.

Special Education Department Suite

The Special Education Department also includes a number of specialists and supervisory roles, requiring a Special Education Department Suite. These professionals are currently housed in office spaces around the building. The department suite will house the Special Education Coordinator, Team Chair, 2 School Psychologists, a Speech Language Pathologist, and itinerant related service providers. Itinerant related service providers currently have no dedicated space and are accommodated in confidential offices and other appropriate spaces. Related service providers include: Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired, Orientation & Mobility Specialist, BCBA, and Teacher of the Deaf and Hard of Hearing.

Future Configuration

Each of these staff will need spaces to work 1:1 or with small groups of students and to store their personal possessions while in the building. The department also needs two conference rooms for IEP Team meetings of up to 15 people. We envision these offices to be located adjacent to the Library Learning Commons, Guidance, and Specialized Programs, in order to provide interaction and collaboration opportunities. The goal is to emphasize physically and programmatically that specialized instruction and student support are central and easily accessed, rather than peripheral to the high school program and mission.

Special Education Alternative Physical Education Space

Currently, our Special Education programs are able to make use of our larger PE spaces, the Pit, and the LABBB program has a physical education classroom. With the reduction of PE spaces and improvement of the building, there will be a need for a dedicated Physical Education space for some of our special education population. Summit, Mill Brook, Harbor, Reach, Compass, and the LABBB program all have need for separate physical education classes. In addition, the Physical Therapist and Occupational Therapists serving these students have need of a gym space. With our Physical Education spaces used at full capacity, and these programs using 6 or more of the 7 periods in our schedule, we plan for a 3,000 sf Special Education Alternative Physical Education Space.

Early Childhood Special Education Program

Menotomy Preschool (MPS) is an integrated early childhood program for students ages 3-5 years old, operated by the Department of Special Education of the Arlington Public Schools. MPS provides an inclusive preschool experience for children with and without disabilities in a developmentally appropriate program and integrated service delivery model. Students receiving special education services learn alongside general education community students. Specialists and therapy are integrated into classroom instruction for all students. High school students enrolled in the AHS Child Development program volunteer in classrooms for hands-on practical experiences. MPS also provides “drop-in” special education services to eligible students.

The program currently has 6 classrooms and we will be adding an additional classroom next school year due to growing enrollment. There are 2 Speech & Language Pathologists, a Social Worker, an Occupational Therapist, Physical Therapist, School Nurse, Lead Teacher, Preschool Director/Principal, and an Administrative Assistant who provide direct services to students and/or support services to the program. There are also itinerant staff (Teacher of the Deaf and Hard of Hearing, Teacher of the Visually Impaired, Orientation & Mobility Specialist, School Psychologist, and Board-Certified Behavior Analyst) who provide services, instruction, and perform evaluations.

The current program space was not designed for this age group or program and was instead “retro-fitted” to meet the needs of this specific group. The itinerant staff listed above do not currently have any assigned work space and utilize hallways and “extra desks” to deliver services and conduct evaluations.

There is currently no meeting or conference room space for the Individualized Education Program (IEP) meetings with families and providers that are scheduled weekly. There is currently no main office or area to supervise the entry into the building or greet families/visitors; instead, they enter through a stairwell exit.

Future Configuration

A separate welcoming entrance with a main office area is needed. The main office area should include a private office for the director/principal, as well as a dedicated area for the administrative assistant and school nurse. A parent motor vehicle drop-off area to ensure student safety is also required.

We are currently offering programming in 6 classrooms. The preschool serves 147 students in a variety of services. State requirements require that classrooms be less than 50% special education, with a maximum of 7 special education students per room. Our trends show increasing enrollments as well as increasing requests for services. Below are our current enrollment trends in the full- and half-day programs. To support these trends, we envision a need for 9 classrooms to accommodate this state-mandated programming.

	June 2013	June 2014	June 2015	June 2016	June 2017	January 2018
Total Enrollment	68	66	75	72	95	93
Sped placement	40	32	49	41	54	54

We are requesting private offices for the Social Worker and School Psychologist, given the confidential nature of the work they do, and a shared office space/small group for the remaining itinerants to use when scheduled to be in the program. In addition to the existing spaces, we are looking to create a multi-purpose room for physical therapy, physical education, and whole preschool gatherings. Because of the number of observations and evaluations conducted by the program, we request a small group testing/observation area with viewing capabilities.

LABBB Collaborative Program at Arlington High School

The LABBB (Lexington, Arlington, Burlington, Bedford, Belmont) Collaborative Program at Arlington High School educates students who present with intensive cognitive, behavioral, social/emotional, and neurological impairments. The mission of the LABBB Collaborative at AHS is “to design and deliver special education services that promote academic, social and career independence in the most inclusive setting possible”. LABBB provides specially designed instruction to address the individual academic, social, emotional, and behavioral needs of our students.

LABBB curriculum focuses on functional academics and is based upon the principles of Applied Behavioral Analysis (ABA). The curriculum is highly individualized, delivered most often in small groups, with social-communication skills woven throughout. The program focus remains on students generalizing these acquired skills into social settings, the community, and their vocational training environments.

Currently, the LABBB AHS program serves 21 students across 3 classrooms. In general, we try to maintain a class size of 8 to 10 due to the intensity of needs as well as the level of individual/small group instruction that is required. Each classroom is led by a special educator and several teaching assistants. Additionally, LABBB has its own school nurse, Board Certified Behavior Analyst (BCBA), Speech and Language Pathologist, Occupational Therapist and Transition Specialist.

In addition to the 3 classrooms, LABBB AHS has 2 dedicated rooms: an Occupational Therapy/Sensory Room and a Multi-Purpose Room. The Occupational Therapy Room provides a space to receive therapy and to separate students from the group when they become dysregulated. The Multi-Purpose Room is a large flexible space that has been repurposed to provide a nursing station, a working kitchen for life skills instruction, a shared office space used by our Speech and Language Pathologist, Occupational Therapist, BCBA, and for team meetings, and, finally, a “think and return”/cool down area for students experiencing an intense behavioral moment.

Future Configuration

The LABBB AHS Program currently has 5 instructional spaces and will be seeking to maintain the functions present in these 5 spaces. Specifically, we request space for:

- 3 Classrooms and Quiet Rooms
- Occupational Therapy/Physical Therapy Room
- Nursing Station
- Kitchen/Multi-Purpose Commons
- Team Office Space

The Library Learning Commons

The Library Media Center at Arlington High School serves many of the purposes of a Learning Commons but is constrained by small and poorly laid out spaces. In the period since the last major renovations in 1981, the space has been carved up to address a variety of needs. However, creativity and innovation have made the existing space a hub for information, literacy, collaboration, projects, and technology. The Library is the heart of the school, with space, resources, and services to support the intellectual and social life of AHS. Its mission is to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

Now and in the future, we envision:

- Multi-use spaces that support a wide range of simultaneous learning activities
- Student-centered, accessible, flexible environment with comfortable seating, social/quiet zones, display space, and student involvement
- Print, online, media, and tech resources that support research, reading, and making

The Library is a point of pride for the entire school community, not a single academic program but rather the nexus of many. It is a school, district, and community resource, and showcases a commitment to and love of learning. The atmosphere is flexible, open, and inclusive. Currently the Library is the most visited and used classroom in the building. It is a social as well as an academic destination, serving well over 500 students daily before, during, and after school. Current space does not meet current demand, particularly for silent and semi-private small group study. When classes are booked in the library, the seating capacity for individual students is further reduced.

While it is primarily responsive to the interests, experiences, and needs of our students, the Library serves diverse stakeholders including teachers, classes, clubs, professional development, community education, district and external programs, and more. The Library has a class set of Chromebooks (30) and iPads (30), as well as smaller numbers of devices (16 Chromebooks and 10 iPads, plus 5 additional Chromebooks used to manage attendance) for individual checkout.

Currently, the Library can host up to 3 classes at a time depending on need. The primary instructional space is a large area open to the main Library with large-scale projection and sound, flexible tables/seating, and mobile technology, seating up to 100 when all tables are removed. It is used by individual students and small groups throughout the day when classes are not in session. This space is centrally located and accessible, which makes teaching and learning visible and promotes supervision, but also poses challenges for noise during instructional time. The Library can also host a class in the stationary desktop area by the front door, the connected computer lab, and smaller classes meet using the cafe style seating for book selection or a change of scenery. In the current facility, poor sight lines and excessive exits/entrances pose challenges for supervising students and securing materials.

The current and future Library is no longer a silent repository of books. In addition to a large group collaborative/social space with traditional work tables, the Library offers students a variety of spaces to meet diverse needs, including smaller cafe style seating with high top tables/stools and comfortable arm chairs. And yet, our experience has shown that even as collaborative and social learning has taken off (or perhaps even because of it), there is still a need throughout the day for many students to find a quiet moment and space to sit and reflect, study, or concentrate, and our current silent study area in the book stacks is too small to meet that demand.

The Library currently houses one group study room, which is used throughout the day by up to 10 students working independently, small classes or groups, tutoring, meeting space, etc. As project-based and personalized learning continues to grow, so will the need for additional technology-enabled small breakout rooms.

The Library has a small professional print collection and a Production Room with traditional equipment, such as photocopiers and a laminator, to which new fabrication technology has been added, such as a 3D printer and vinyl cutter, as well as materials and hands-on activities for students to make things throughout the day, serving academic, extracurricular, as well as social-emotional learning and mental health needs.

The current Library is open from 7:30am to 4:00pm daily. School administration makes an effort to avoid scheduling meetings, testing, and other conflicts that would reduce accessibility for student use, which has in turn created a sense of ownership and increased use by students. The Library is currently staffed by one professional library teacher and one paraprofessional with teachers supervising the space after school hours for an hourly stipend. The current capacity for books is approximately 1,500 linear feet, with additional shelving for storage. Students at Arlington High School continue to show a strong preference for print, especially for fiction and leisure reading (in the future nonfiction shelving needs may shrink, but we are already over capacity for our fiction and graphic novel shelving) so shelving needs are unlikely to change significantly.

The Library also houses our Learning Center. The Learning Center provides drop-in academic support for students before, during, and after school. Learning Center teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

Old Hall is the original, 100-year-old, auditorium space in the high school. While not currently part of the Library Media Center, its uses will need to be accommodated in the Library Learning Commons. Old Hall is currently used as a multipurpose room with a stage and large projection

wall. The space currently serves 2 particular functions that we will want to retain in the new building space.

AHS does not currently use substitute teachers for most classes, instead students sign in to Old Hall and retrieve assignments. Students have work tables and access to computers. In the new building we will need space to accommodate as many as 150 students for quiet work. We imagine that the new Cafeteria, Library Learning Commons, Senior Lounge, and adjacent spaces will be able to accommodate these students without overwhelming other programming.

Old Hall is also used as a lecture and collaboration hall for large student meetings and staff professional development. We often hold events in multiple spaces at the same time. It is the site of collaborative staff meetings and student debates. While the Discourse Lab (see Vocational Education Programs) will serve this purpose for some smaller meetings, Old Hall is able to hold an entire school grade level, as well as the entire staff of roughly 140 for collaborative work.

Future Configuration

Whereas the traditional Library Media Center was originally designed with book storage, teacher-directed instruction, and silent study in mind, the Library Learning Commons of the future takes a student-centered, participatory approach. Teaching and learning are made visible to all with the use of natural light, glass, and multiple activity zones to support teaching, collaborating, socializing, and creating. Furnishings should be adaptable, flexible, and modular to allow for reconfiguring spaces as needs change. Comfortable and varied seating, movable shelving that promotes sight lines and maximizes usable floor space, ample outlets, student display space are all integrated into the plan. The Library Learning Commons showcases collaboration, agency, and connectivity, while also including areas for independent study, quiet reflection, and reading, as both are necessary components of a 21st century education. It is an incubator for new ideas and discovery, promoting inquiry, exploration, and creation; among staff it supports supporting collegiality, collaboration, and resource sharing between departments. It remains centrally located and accessible, the revitalized heart and hub of the new Arlington High School.

Of the 7,520 sf currently included in the Library Media Center, roughly 1,000 sf are hallway and passage space. This space is used for tall perimeter shelving, closed storage, student seating, display space, and acoustic separation. Based on the uses we intend for this space and its importance in our educational vision we considered a number of standards to calculate the appropriate space for the Library Learning Commons.. See the attached Library Learning Commons Needs Assessment for more detail (Attachment 3). With a 32% increase in enrollment projected for the target of 1,755, our 7,520 sf space would need to expand to 9,926 sf. With our projected 39% by 2027, the corresponding increase would be 10,077 sf. Given that the space is too small, we propose a Library Learning Commons space of 10,500 sf. This will help us to accommodate multiple classes with room for personalized learning, projects, independent study, and work during unassigned time. This larger space will be necessary to absorb some of the functions of Old Hall, as a large study space and meeting space for large groups (up to 450 students).

As Bring Your Own Device (BYOD) is growing, the use of devices, chargers, as well as recording equipment, like microphones and tripods, and related technology is increasing rapidly; the new Library will continue to have significant need for secure storage and charging capabilities. It should also continue to house traditional areas such as a library workroom for processing materials, a secure librarian's office (which is currently too far from the main area), and a teacher work and/or break area (sink, refrigerator) to promote interdisciplinary collegiality and collaboration.

The uses of a clean makerspace are expanding rapidly, pointing to the need for a Smart Center and additional support staff in the new building that can house traditional and emerging fabrication technology (e.g., poster printer, robotics kits, etc.) where it is accessible to all students and teachers throughout the day. (See Vocational Education Programs.)

Ideally, the Learning Center would have a room large enough to accommodate 25 work carrels, a team work table, and a teacher desk. As mentioned above, adjacencies to the other academic support programs located near the Library Learning Commons would be desirable.

The adjacencies and program spaces described throughout this document place the Library Learning Commons at the center of most academic support services, allowing collaboration and creative uses of space. Students in Reach, Harbor, Shortstop, Academic Support, the Testing Room, and the Learning Center could move easily between programs. Guidance and Main Office would be easily reached and could use the spaces. The Library Learning Commons would be the primary destination of students seeking support. Staff would also find a one-stop shop for resource sharing, interdisciplinary collaboration, and support.

Instructional Technology

Arlington has been steadily expanding our use, access, and expertise in the use of instructional technology. Technology includes the range of digital information technology, digital fabrication tools, and traditional tools. Technology is transforming our ability to differentiate instruction, ability to engage students, ability to produce work, the nature of communication, and our ability to connect to learning beyond the school. Arlington believes in a style of learning that acknowledges that technology is always with us, so our new building must provide an environment that creates rich, flexible access to technology.

In spite of our aging facility, we have been expanding access to computers. Teachers have access to laptops, projection, connectivity, and, increasingly robust network access. We have adopted a BYOD policy to encourage students to bring Chromebooks and laptops to supplement our school-provided classroom Chromebooks. At this point, there are roughly 100-120 devices per department, with a total of roughly 900 student devices. These are a mix of different generation devices. We have most recently focused on Chromebooks, with some departments using special carts (or tubs) of devices for particular purposes. Through grants we have piloted 1:1 classroom teaching in 9 classrooms, with more accessing the technology. Specialty carts, such as iPads for languages and laptops with science probes, have been obtained through grants as well. Staff have had extensive training as well.

The result has been a rapid implementation of instructional technology and innovation among teachers and departments. All teachers make at least basic use of Google Apps for Education and Google Classroom. Most have moved their assignments, homework, and feedback largely online. As we distribute more classroom devices and see higher levels of BYOD, we have been transitioning one of our 2 legacy computer labs to the Library Makerspace (Smart Center). The spaces are still used by departments to supplement their mobile computing and to have better spaces for computer-based work with their classes.

As we move toward 1:1 computing in classrooms, we find a greater emphasis on specialized computer labs to achieve higher level goals. The future goals are listed below under Vocational Education Programs.

Future Configuration

In the future, we envision fully wired classrooms with easy connectivity, interactive projection, robust Wi-Fi, and sound. Teachers need to have easy access to classroom devices to allow for 1:1 instruction. Classroom devices require easy storage, access, and charging. For advisory and communications, we want the ability to broadcast video to all classrooms. Student BYOD devices also call for robust Wi-Fi and furnishings that support the management of multiple devices.

We believe that AHS is ready to go beyond 1 to 1 meaning:

- Students often use more than one device
- A vastly robust and reliable wireless infrastructure

- Mobile and flexible access to technology
- Adaptable and flexible learning spaces
- A variety of devices for a variety of purposes

The value of information technology in developing citizens and learners is central in a digital age. Students must leverage existing and emerging technologies to thrive in the 21st century.

Vocational Education Programs

Arlington supports a wide range of hands-on learning programs and resources. In addition to their use in vocational training, these labs and workshops allow all students to extend their academic learning beyond the page. Thinking in education about STEAM, project-based, making, design thinking, and community-based education has risen as a response to the need to prepare young people with the skills to be creators of technology and culture and not simply consumers. Work on teaching problem solving and thinking skills for effective application of STEAM education has led to the concept of Design Thinking. Design Thinking encourages students to think deeply about a problem and to work collaboratively across disciplines to arrive at the best possible solution. The programs and facilities discussed in this section have been mentioned in other departments but are grouped here for clarity and development.

Each of these program spaces currently houses different types of equipment. Poor adjacencies limit access to sharing, so we have redundancies in a few pieces of equipment, particularly the 3D printers. As noted below, each of these spaces is designed for different purposes and hosts different tools and staffing. With better adjacencies we would be able to access and share equipment for different purposes. For example, the CADD lab would use the printers, plotter, and cutters in the Makerspace woodshop and engineering room, rather than maintaining their own equipment.

Interdisciplinary Makerspace.

In the design for the building many makerspaces should be distributed throughout the building. The Interdisciplinary Makerspace is a central facility that houses the most advanced tools and spaces for making. A maker community can best thrive with facilities that nurture its growth. The makerspace is a “library”, a shared resource center for building things.

Our current Makerspace is housed in the old Vocational Woodshop. It comprises the Woodshop, Wood Storage, Engineering Room, Project Room, Spray Booth, and storage spaces. It is staffed by a Makerspace Teacher who teaches 2 classes and keeps the facility open during the day. The space is constantly in use, hosting classes from all the disciplines. In the past month, Physics, Engineering, Social Studies, Sculpture, and other courses have used the space for units. In addition, students use the space for individual and group projects from other classes. As with other programs, repurposed spaces, aging facilities, and poor adjacencies challenge our creativity. We have 3D printers, CNC laser cutter, vinyl cutter, digital engraver, plotter, photographic printer, and other digital tools housed where we can throughout the building. The Maker Teacher also oversees the STEAM Design Thinking Certificate program. To earn the certificate, students develop an interdisciplinary portfolio based on coursework, extracurricular projects, and an independent capstone.

The Makerspace is currently supervised by a full-time Makerspace Teacher with certification and training in art, engineering, computer science, and industrial arts. This space houses the tools with the most significant safety concerns and can only be used with the supervision of trained staff with appropriate certification. Students or staff using any of the equipment undergo safety training in order to be approved on each device.



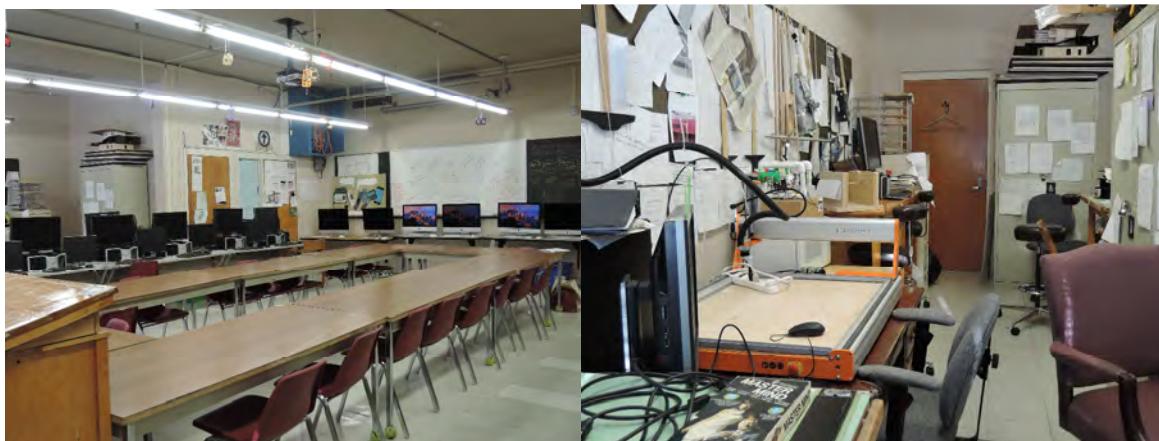
Future Configuration

The future facility would include both traditional tools for woodworking, metal work, and finishing, as well as state of the art digital tools, with proximity to the CADD Lab. The space would include 2,000 sf for an open workshop for heavy tools (listed as Makerspace - wood and metal shop with hand and digital tools) and 2,000 sf Engineering Project Room for assembling projects and housing digital tools (e.g., CNC laser cutter, 3D printing, and plotter). The adjacent CADD Lab should have sight lines as well as easy connections to the tools and space. Ideally, the Makerspace would be easily accessed by most programs. Art and Science are its most natural neighbors and users. In addition, the program would benefit from easy access for bringing large projects and supplies in and out as well as easy access for large set pieces from the Makerspace to the theater. Last, adjacency to the Envirogarden (See Outdoor Spaces) will also facilitate outdoor programming.

The future facility would continue to be supervised by an appropriately certified teacher. With the expansion of the facility and use, we envision that the teaching staffing would expand to allow for more classes to be taught in the Maker Suite while still keeping the space open for outside class use.

CADD Lab (Digital Design Lab near the Makerspace).

The current CADD Lab is currently sharing space with our Digital Arts Lab, because of space and wiring constraints. The current Lab is far from the woodshop Makerspace. The 3D printer, plotter, engraver, and other tools there are in constant use for students in the classes and on extracurricular or class projects. The program teaches computer design, as well as making, creating items such as drones, robots, maps, and assorted models. This lab would be adjacent to the new Makerspace, as it will be the program that directly runs the digital design software used on many of the tools.



The current CADD Lab is sharing space with our Digital Arts Lab. The space is alternately supervised by a certified CADD teacher and a certified Art teacher, each with expertise in their field. In the new building, this lab would be part of the Makerspace Suite and supervised by both the CADD teacher and Makerspace teachers. Use of the equipment in the Makerspace would be covered by the safety training noted above.

Digital Arts Lab (near Visual Art).

The current Digital Arts Lab shares space with the CADD Lab. The digital media computers focus on digital photography, video, and printmaking. The digital printer and large display, multimedia computers are cramped in the current space, so some have been located in the teacher office between the art rooms to create a mini-lab. This lab would be adjacent to the Visual Arts Department.

The current Digital Arts Lab is sharing space with our CADD Lab. The space is alternately supervised by a certified Art teacher and a certified CADD teacher and, each with expertise in their field. In the new building, this lab would be adjacent to the Fine Arts Department. It would include state-of-the-art graphic design computers and photographic printers. The space would be supervised by the Digital Arts Teacher and use of the space would be allowed only with supervision by staff trained to use the equipment.



Digital Production Lab and Production Studio (near Performing Arts).

Our current Digital Production Lab hosts classes in music composition, scoring, creation, and performance. Computers and digital instruments currently support classes of up to 20 and we have supplemented with student devices and peripherals to accommodate up to 27. The music room also has a production lab allowing recording and production of video. Currently other courses use the studio for recordings and small video productions. The future lab would be adjacent to and digitally connected to the Performing Arts Facilities and house classes up to 25 with spaces for keyboards, instrument storage, and full production studio, allowing for classes and interdisciplinary production work.

The current Digital Production Lab is supervised by a certified Music Technology Teacher. The Production Lab and Production Studio would be supervised by the Music Technology Teacher and use of the space would be allowed only with supervision by staff trained to use the equipment.

STEM Computer Lab (near Math and Science).

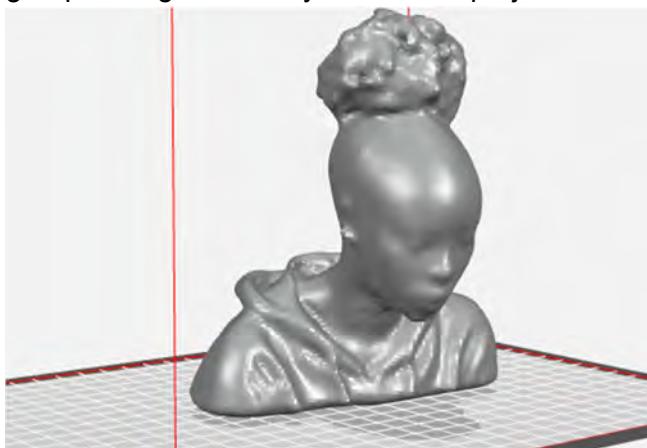
The STEM Computer Science Lab is currently located near the Mathematics Department. Originally grant-funded to support up to 25 students, it is currently used at 100% capacity for a range of computer science classes, including Introduction to Computer Science, 2 AP computer science courses, and a number of advanced programming classes. The future facility would be located similarly near to the Mathematics Department.



The current STEM Computer Science Lab is used at 100% capacity under the supervision of certified teachers of Computer Science. We envision the program growing and use of the space would be allowed only with supervision by staff trained to use the equipment.

Smart Center (Library Makerspace).

As noted above, our current Library has been creatively making digital production available to staff and students connected to the computer classrooms and teacher work room. We currently house a 3D printer, vinyl cutter, laminator, printer, and 2 copier scanners. Two professional staff, a Librarian and Technology Integrator, assist staff and students with integrating these production tools to create higher quality materials and projects. Combined with the Library's constantly updating instructional technology (Chromebooks, iPads, peripherals, etc.), this Library Makerspace supports communication, engagement, and creativity. With state of the art facilities, we envision a Smart Center adjacent to the Library Learning Commons. This space will provide printing and production resources to staff and students including facilities such as high-speed printing, binding, laminating, sign making, 3D printing, laser cutter, vinyl cutter. Student interns can work with the Technology Integrator to support teachers, students, and groups using this facility for various projects.



The Smart Center would primarily focus on printing and production resources for teachers and students such as high-speed copying, binding, poster printing, vinyl cutter, laminator. The space currently includes a 3D printer to increase access and visibility of that technology. The space could likely also be used to support tinkering activities connected to other maker spaces. Our library often keeps a small supply of materials that may be used elsewhere, in order to facilitate student work. As some making tools come into higher levels of use and lower cost, it's possible we would add some of those to the Smart Center (e.g., 3D printer, laser cutter). Supervised by our Librarian and Technology Integrator, the space would ideally be staffed by a trained paraprofessional and student interns.

Language Multimedia Lab (near World Language).

As mentioned above, the current Language Lab is now dated, with traditional computer language stations. The "new" Language Multimedia space would take advantage of the immersive, connecting, and engaging power of technology. The lab would support one-on-one teaching and learning, testing, presentations, language immersion, virtual reality, communications, hosting exchange students/gatherings (30-40 students), performances, and

productions. In addition to digital technology, we envision a space that would include a kitchenette and flexible furnishings to support immersive experiences. This space will engender unique teaching and learning opportunities, just like each of the vocational/technology labs proposed and will provide opportunities to be used by all departments as programming continually evolves. The space would be supervised by the Language Department Head and available by sign-out to certified Language Teachers and trained teachers.

Discourse Lab.

As mentioned above in discussions of English, History, the Library Learning Commons, and Old Hall, we envision the need for an interdisciplinary center to support scholarly discourse. Located adjacent to the English and History departments, this space will allow for connection, interaction, and collaboration. The space should accommodate up to 120, to allow for up to 5 classes, and will support multiple class presentations, debates, discussions, and professional development workshops.

Family and Consumer Sciences (FACS).

FACS is discussed more extensively under our educational program. FACS will continue with 2 Culinary Labs, the Interior Fashion Design Classroom, and the Early Childhood Education (ECE) Program.

Life Skills Cafe and Store.

This space is listed under Special Education; it is designed for training in life skills, job transition skills, and social interaction skills for students in our Reach and Compass Programs.

Lunch Programs

The cafeteria currently seats 375 students and is located in the center of the building, becoming its symbolic heart; a location for lunch, breakfast, classes in need of break-out spaces, a study space, homework area for all the students, and site for larger events.

With a population of 1,328, divided into 3 lunches, the cafeteria is able to serve roughly 440 students per lunch. You will note, this is 65 more students than there is designed seating. The staff are able to provide nutritious and filling lunches in line with state and federal standards through a single on-site kitchen, 1 walk-in freezer, a dry storage room and preparation area (with several smaller fridges for fruit, vegetables etc.). In times of need (for example, a kitchen goes down at an elementary school), this space doubles as a district kitchen.

Several problems arise from the central location of the cafeteria. All deliveries must travel half the distance of the building through a series of ramps and rooms. The central location leads students to congregate, and since the space is located adjacent to several classrooms, socializing students lead to noise issues and disruption.

Future Configuration

For our food service, we will need a cafeteria and kitchen area that can serve the school in at least 3 lunch periods. That means seating and serving capacity for 585-616. Overflow spaces that could accommodate the school in 2 seatings would have a significant positive impact on scheduling, eliminating the need to split some classes.

We envision a Cafeteria that is able to serve a number of purposes beyond feeding students and staff. The space will encourage and educate students in healthy eating habits. It will provide a central location for student interaction and socialization and should include a variety of settings for students with different social needs (quiet spaces, large spaces). We imagine 500 sf of space set off as a Senior Lounge to allow upper level students some separation and responsibility. The Staff Cafeteria space will support staff interaction and may serve as a location for our Culinary program to expand its vocational food service training.

During the day, the Cafeteria will serve as an integral part of our Learning Commons, providing study and break-out spaces for students. The Life Skills Cafe and Store will create community and opportunities for positive social interaction for students in our Reach and Compass Programs. Furnishings, divisions, and sight lines to provide good working spaces and easy supervision will help make this a more usable space.

As noted, the Cafeteria will also serve as a gathering space for advisories and professional development. It should be able to accommodate assemblies of one grade level (roughly 450 students) and large collaborative activities such as staff meetings. Multiple uses will require flexible furniture, good acoustics, technology, and open spaces.

Transportation Policies

Almost all students self-transport to school by walking, cycling, public transportation, or are dropped off by car. The High School is located on a major roadway with several bus lines and abuts a bike path that extends throughout the town into neighboring communities.

Transportation is provided for students participating in the Metropolitan Council for Education Opportunity (METCO); a bus transports the students to and from Boston, and students receive a Charlie Card for public transportation. Some students periodically have mobility impairments that require specialized transportation provided by the district. An accessible drop-off would benefit those students, as well as students attending the LABBB program.

A majority of our staff drive to the building. With parking limitations, we are not able to guarantee all staff parking.

Additional programs in the building provide varying degrees of transportation. The LABBB program provides bus services for students, while the preschool is mostly a parent drop-off program

Future Configuration

The building will require additional plans regarding transportation as both the staff and student body grow in the coming years. Additional parking spots (on school grounds) for both would enable staff to walk less than a quarter of a mile to school after finding parking, alleviate pressure in the neighborhoods from students parking throughout them, and allow sufficient parking spaces for visitors.

A better-designed system of roads around the building would enable smoother pick-up and drop-off of all students (preschool, LABBB school students, daycare, etc.) and ensure that fire lanes are not choked with cars and bicycles. In addition, the large number of vans and buses for field trips and athletics would be able to enter and exit the area. Currently, some vans and buses become trapped in a system not designed to handle larger vehicles.

For students walking and bicycling to school, a direct link to the bicycle path would ensure students a safe passage free of morning and afternoon commuting traffic. Students also need safe, well lit, and monitored routes for leaving when it becomes darker. Improved walking routes would also provide access from the back to the front of the school on both sides of the building. Currently, it is not possible to walk past the school on one side of the building.

Public transportation access, though on the street and not part of this project, would be improved during colder or rainier weather by a waiting station on school grounds.

Key Programmatic Adjacencies and Relationships

The overall vision for the school is to place a Commons at its heart, comprising the Library Learning Commons, Cafeteria, conference rooms, and overflow spaces. A host of support programs would be located around this Commons, in order to provide easy access and collaboration for both students and staff. The Makerspace will also be located as centrally as possible with primary adjacencies going to its most likely collaborators in the STEAM disciplines. In addition, specialized making resources (labs, breakout spaces, storage, and display) will be located adjacent to each department.

These relationships have been addressed throughout the document in the sections marked “*Future Configuration*”. *The AHS Adjacency Diagram* (in Appendix J of the Preliminary Design Program report) gives an overview of the main spatial relationships.

Extracurricular Programs and Student Leadership

Arlington has worked to encourage student leadership and involvement through student government and club activities. The Student Council has representatives in each grade level and each grade level has Class Officers. Class Officers organize fundraising and events for their grade. The Student Council works with administration and students to promote the mission of creating safe, supportive, and inclusive school. AHS now boasts over 70 student clubs, focused on entertainment, study, service, identity, culture, athletic activities, politics, and more.

The list of current clubs can be found here: <https://sites.google.com/a/arlington.k12.ma.us/ahs-clubs/>

Future Configuration

In the new building, we hope to support these activities by making the Library Learning Commons available as a place for multiple meetings and planning, using break out spaces and meeting rooms that can be easily supervised. The Student Council/Club office would use the meeting space within the Library Learning Commons to serve as a hub for student activities, particularly the Newspaper and Yearbook.

Students have been working with Administration to create a Senior Lounge in the current building. We hope to utilize a 500 sf area in the new Cafeteria. We imagine a space to allow upper level students some separation from underclass students and a sense of responsibility.

Athletics

The Athletic Department serves student-athletes throughout 3 seasons each year - fall, winter and spring. On average, about 440 students participate each season. Facility usage and spectator attendance overlaps with school vacation, holiday, and weekend time, rendering storage and security a top priority in building design. The needs and demands of the 30 varsity programs sharing the same spaces require facilities that offer universal and transferrable spaces as well as sport-specific considerations.

We believe that through athletic experiences student-athletes enhance individual and collective growth during their high school careers. We strive to teach lessons that translate from the playing field to daily life. Through these experiences, players are poised to strengthen various aspects of their development through their resilience, dedication, communication, and teamwork. Involvement in the athletic program is a privilege and members should remain mindful of the strong history and roots of our Arlington community that allow for the current athletic experiences to be enjoyed.

The goals of our programming are to: 1) Develop skills, including; time-management, communication, commitment, resilience, work-ethic, teamwork, and sportsmanship. 2) Increase confidence, maintain physical and emotional fitness, expand skill sets, and build relationships. 3) Use the important platform of Educational-Athletics programming to unite community, build pride, connect with varying stakeholders, and reinforce district values and goals. 4) Seek to build relationships with youth, alumni, and other stakeholders.

Currently Athletics use the Red Gym, Blue Gym, and Pit Gym, and boys and girls locker rooms that are separate from the high school/PE locker rooms. Athletics has some equipment storage within the building, an athletic director's office, an athletic director's administrative assistant's office, and a trainer's room inclusive of 4 tables, ice machine, and clothes washer and dryer machines.

Future Configuration

In the future we envision:

- Two sets of locker rooms, one male and one female, that are shared with Physical Education. Team break-out rooms in the locker rooms, with a few private showers
- Coaches office space accessible to the locker room for security and supervision
- Gender neutral changing rooms.
- An Officials Changing Room that is easily accessible to the field and gym, and not connected to any locker room
- Storage for sports in small closets that can be rotated out seasonally, depending on who is in season
- A sound system in the large gymnasium with good acoustics
- Improved electronic configuration for wireless scoreboards and shot clocks to avoid the wires that currently run throughout the floor

- A space for wrestling to practice and compete after school hours comparable to the existing area, "The Pit".
- Access to athletic spaces from the outside of the building and the ability to secure the school separately from athletic spaces (not open access to the rest of the building)
- The continued use and development of the Fitness Center
- Built in water fountains that can be used to fill water bottles
- Hand sanitizer dispensers
- Increased access to recycling totes and trash cans
- An athletic training room located near the gym and fields with a closet that holds water/ice, accessible from the hallway and the trainer's office so that teams can access in off hours without going into the trainer's office
- A flexible classroom space (shared space with PE) for CPR and First Aid training, Coaches Meetings, Coaches Professional Development, Team Meetings etc. Access to whiteboard and projector.
- Equipment and uniform storage space separate from the locker rooms (so both males and females can access)
- Ticket and concessions designed to be outside of the large gym - in an area that is heated, but is not in the gym/causing blockages
- Storage that can hold gymnastics equipment
- Seating in the smaller gym (Alt PE space) for events hosted
- Batting cage
- Athletic Director's office with conference table for meetings or up to 10 people
- Athletic Administrative Assistant's office with coaches' mailboxes, and access to items needed during hours the school is closed (copy machine, fax machine, computer)
- Bathrooms that are accessible from the outside of the building to reduce the need to open the school
- Garage for trainer's cart, and equipment
- Storage space for outdoor sports equipment (seasonally rotated) that can be accessed from the exterior of the building to reduce the need to open the school

Learning Beyond School Walls

In the 21st Century, economic change, technology, and shifts in higher education are changing the landscape of high school education. Arlington has been expanding our offerings and building our capacity to allow students to learn beyond the traditional classroom, varying how, when, where, and what they learn to serve their interests and needs. These efforts include uses of MOOCs (Massive Open Online Courses), interdisciplinary certificates, internships, online courses, BYOD (bring your own device), and an emphasis on maker culture. Spaces and resources to support this model of instruction are central to the vision of the Library Learning Commons.

AHS does not currently have much in the way of interdisciplinary courses. Instead, we are developing our ability to create interdisciplinary connections through programming that connects across courses and to opportunities outside of the classroom. Through two of the programs discussed below, MOOCs and Interdisciplinary Certificates, we are building communities of staff and students who are exploring content both beyond our classroom curriculum and connecting across disciplines. The teacher communities primarily come together in PLCs that develop and explore projects, resources, and activities that support their area. For example, the Design Thinking Certificate was the outcome of our STEAM PLC, which combined teachers from science, instructional technology, engineering, art, and math. The Makerspace Teacher (a teacher with certification and training in art, engineering, computer science, and industrial arts) is a full-time teacher, but teaches only 2 sections. The remainder of his time is assigned to supervise the certificate program, develop interdisciplinary curriculum, work with classes in the Makerspace, and coordinate with other teachers. MOOCs are staffed by teachers who volunteer to take the course and are paid a stipend to supervise students and teachers who take the course with them. These classes take place outside of school hours. By studying together and outside of their content area, these classes have allowed staff to make interdisciplinary connections in terms of relationships and material. We believe that learning with is blended, flexible, interdisciplinary, and reaches beyond a traditional classroom can be effective and will be a growing part of the future of education. The vision of the Library Learning Commons as well as the emphasis on spaces for making reflects the desire for facilities and equipment to support further growth and experimentation in learning across and beyond the classrooms.

MOOCs (Massive Open Online Courses) are courses offered online and open to the public. Students learn the provided materials (lectures, readings, videos) and are assessed by online quizzes and peer feedback. While these programs provide good content, they have been limited in their success in creating consistent learning or effective assessment and feedback. Arlington has developed a highly successful blended model in which students or staff may propose a course. Students take the course along with a staff member who helps create context, community, appropriate feedback, and supplements and approves the assessment. Last year, over 150 students enrolled in MOOCs. This year, we are on track to double that number. Offerings include a broad list of titles including titles as diverse as: Quantum Mechanics and Astrophysics, Women's Rights and Women's Health, Mindfulness, Criminal Psychology, Food and Nutrition, Philosophy, History of the Middle East, Race and Diversity, and Electronic Music.

Interdisciplinary Certificates.

In order to recognize and encourage interdisciplinary learning, Arlington has been developing a program of interdisciplinary certificates. The Global Competence Certificate is now in its third year and this year we are launching a STEAM Design Thinking Certificate. The Global Competence Program (GCP) is designed to foster students' global awareness, and, in so doing, provide AHS graduates with the essential skills for participating in and contributing to an increasingly globalized society. The certificate combines course work, community service, a global engagement project, and foreign travel. The STEAM Design Thinking Certificate will foster the skills related to effectively applying their STEAM-based skills and knowledge. Students will apply brainstorming and problem-solving techniques to their project-based school work and document the process in a web-based portfolio. The program will culminate in an independent project solving a real-world problem. Going forward, we envision adding 1 or 2 additional certificates, likely focused on civic engagement or service. The interdisciplinary certificates combine school coursework, extracurricular activities, and (in some cases) independent study activities or community-based projects.

Academic Internships and Work Study.

Arlington is expanding offerings for students to engage in unpaid internships and paid work study options. For students interested in gaining job experience and challenging themselves in the workspace, internships allow seniors to pursue an area of interest in a community-based work situation. Students work at least 5 hours per week and participate in an end-of-term presentation of their learning.

Digital Language Courses.

Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in online course through Brigham Young University Independent Study program. While primarily an independent study course, weekly participation in the online learning activities, supervision by a World Language teacher, and weekly mandatory meetings for the first quarter are required.

Outdoor Spaces

While Arlington High School experiences a number of site issues, the use of outdoor spaces is an important consideration. We currently have 2 courtyards that are used by students during lunch and free periods. In addition, our Envirogarden is used by many of our classes for experimentation, project-based learning, and demonstrations. Our current Envirogarden hosts a pond, a garden, hydroponics, an outdoor classroom, and other engineering experiments. The front lawn of the high school is currently a green buffer between the high school and Mass Avenue and used by classes for discussions; these spaces are useful as classrooms, resources, makerspaces, and for student well-being.



Future Configuration

Our study, discussion, and visioning sessions emphasized the importance of sustainability and access to the outdoors as instructional tools, values, and important to social-emotional health. For this reason, we also want to consider our outdoor spaces and adjacencies as we draft this Educational Program for the new facility.

In particular, we are proposing a new Envirogarden designed for gardening, engineering, and biology experiments, and adjacent to the STEAM areas of the building. Mill Brook currently runs behind and under the building in a culvert but could be a science and landscape resource to the building if it were returned to a natural state. Outdoor spaces, like the current courtyards, could provide breakout spaces for students, access to nature, fresh air, and natural light. We hope to keep green space around the school and would like an outdoor amphitheater that could be used for outdoor classrooms, performances, and gatherings. A green roof envisioned for the building would provide outdoor space for teaching, relaxing, and social interaction.

Community Education

Arlington Community Education (ACE) is an educational partner that makes use of the school building during off hours to provide enrichment offerings to Arlington students and the community.

ACE uses the high school facilities from September through June for enrichment programming. In the last two years, all of our programs have seen significant growth. Due to increased enrollments, we now host classes for elementary and middle-aged children after school and in the early evenings and run school vacation programs in February and April. In the evenings, we run about 24 classes each, which includes our adult programs, college test prep classes, driver education, HiSet, and ELL tutoring. ACE has partnered with AHS is developing and promoting our LC Internship, community service, and work study opportunities. We are currently using classrooms, art rooms, the media center (and surrounding rooms), computer labs, woodshop, the Pit, culinary kitchens, Old Hall, the Fitness room, the cafeteria, teacher lunch rooms, and conference rooms.

Currently, the ACE offices are located in the high school building, which is not only convenient, but essential to the coordination and planning for classes. Their 6 employees make use of 2 small offices.

Future Configuration

We envision ongoing partnership with ACE as a community resource. In particular, with programming such as the HiSet, ELL tutoring, and internships, we have begun to provide remedial opportunities for our students. We are hoping to expand this partnership going forward. Educational recovery programs such as night school and summer school programming are in short supply regionally. We are working to develop these going forward.

ACE will require office space for 6-8 employees with storage for equipment used by our instructors and youth programs.

ACE will also help to create partnerships that will benefit from these planned facilities

- *Alternative PE space with mirrors and barres*
- *Fitness room with weights, treadmills, and other aerobic equipment*
- *Family and Consumer Science spaces*
- *Discourse Lab*
- *Makerspace*
- *Art rooms*
- *Music practice rooms*
- *Modern computer labs*
- *Small meeting rooms for ESL and other language classes*
- *Gymnasiums*
- *Increased parking*

ATTACHMENTS

[School Improvement Plan](#) – provided previously in PDP submission

[Program of Studies](#) – provided previously in PDP submission

Library Space Estimates – provided previously in PDP submission

AHS Adjacency Diagram (Appendix J in the PDP Report) – provided previously in PDP
submission



Town of Arlington, Massachusetts

1.3 Develop a comprehensive academic, operations, and cultural plan for the Gibbs School opening in 2018-2019.

Summary:

Evidence of success:

- Reports to the School Committee and community regarding the plan will be periodic throughout the 2017-2018 school year with a written report submitted in June 2018.

ATTACHMENTS:

Type	File Name	Description
❑ Presentation	gibbsparentforumpres04-02-18.pdf	Gibbs School Plans presentation 04 02 2018
❑ Presentation	gibbsparentforumpres06-06-18.pdf	Gibbs School Plans presentation 06 2018

Parent Forum 3

— April 2, 2018 —

Arrival and Welcome

Welcome Future Gibbs' Families,

We are excited to be with you at this third Gibbs' information forum ! Tonight our Assistant Principal Wendy Salvatore joins us. Last time we met, we left lots of time for questions. While we will have some time for questions this evening, we are looking forward to sharing lots of information with you tonight about:

- Building a Social Emotional Responsible School (Including our Vision and Mission)
- Academics and Courses (including Responsive Classroom)
- Schedule (including a sample)
- Technology
- Busing (With some possible routes)
- PTO Plan
- Library
- Announcement of Portal opening for course selection on April 3.

As we begin I would like you to think about one thing that you are really excited about for your sixth grader as he or she enters the Gibbs. We will share at our tables and then move around the room to share a bit more. This will help you see one example of how a teacher may run a Responsive Classroom Advisory. Thank you for coming tonight! Get ready for a great evening!

Kathleen Bodie, Kristin DeFrancisco, and Wendy Salvatore

Acknowledgment

Please talk at your table about what you are excited about for your child as he or she begins at the Gibbs school. You have about 5 minutes. Be mindful of time. You should use accountable talk. This means you are supportive of others as they share what they are excited about it, even if it is not what you would have chosen.

Listen for the chime. This table will help us model what that will look like.

Activity

For this activity our “Go” word will be Gibbs Sixth Grade School! This activity is called four corners. It groups people that have things in common. It is a great way to meet new friends as well as make a connection with someone you might not have otherwise made. On the next slide you will see the four corner locations and choices. When I say the “Go” word, you will make your corner selection and move to that corner to bond with your new friends over what you all have in common.

Then you will listen for the chime and I will give directions. We will model how to respond to a chime before we head off to this activity.

Although several rounds of this activity are usually used, we will only be doing one round tonight.

Four Corners Round

To the left of the cafeteria entrance: I can't wait to see that movie

To the right of the cafeteria entrance: I can't wait to read that book

To the left of the stage: I can't wait to dig into the DIY project

To the right of the stage: I can't wait to take a nap

Social Emotional Learning

- Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)
- Our emotions and relationships affect how and what we learn and how we use what we learn in work, family, and community contexts. On the one hand, emotions can enable us to generate an active interest in learning and sustain our engagement in it. On the other hand, unmanaged stress and poor regulation of impulses interfere with attention and memory and contribute to behaviors disruptive to learning.
- Moreover, learning is an intrinsically social and interactive process. It takes place in collaboration with one's teachers, in the company of one's peers, and with the support of one's family. Relationships are the engine of learning.

Socially and emotionally competent children and youth are skilled in five core areas:

- They are self-aware.
- They are able to regulate their emotions.
- They are socially aware.
- They have good relationship skills.
- They demonstrate responsible decision-making at school, at home, and in the community.

Steps to develop a school that prioritizes academic, social and emotional learning.

- Develop a [vision](#) that prioritizes academic, social, and emotional learning.
- Conduct an SEL-related [resources and needs assessment](#) to inform goals for schoolwide SEL.
- Design and implement [effective professional learning programs](#) to build internal capacity for academic, social, and emotional learning.
- Adopt and implement [evidence-based programs](#) for academic, social, and emotional learning across all grades.
- [Integrate SEL](#) at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).
- Establish processes to [continuously improve](#) academic, social, and emotional learning through inquiry and data collection.

Develop A Vision

Vision:

The Gibbs Sixth Grade School Community is an environment where students and adults work cooperatively to strive for academic achievement and social-emotional growth. Our community encourages being **Understanding** of each other and what makes us unique, being **Unified** in our efforts to support one another's abilities to grow and learn and being **Unstoppable** when reaching for our personal and community goals.

And in our case..... Ensure the Vision with a Mission

Mission Statement:

In order to inspire and empower students to excel academically while emphasizing their social and emotional growth we will value the following elements in our daily work:

- Academic Rigor: Students experience a challenging, standards-based curriculum.
- Social-Emotional Learning: Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.

- Project Based Learning: Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- Resourcefulness: Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- Community: Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.

- Creativity: Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

Steps to develop a school that prioritizes academic, social and emotional learning.

- Develop a [vision](#) that prioritizes academic, social, and emotional learning.
- **Conduct an SEL-related [resources and needs assessment](#) to inform goals for schoolwide SEL.**
- **Design and implement [effective professional learning programs](#) to build internal capacity for academic, social, and emotional learning.**
- **Adopt and implement [evidence-based programs](#) for academic, social, and emotional learning across all grades.**
- **Integrate SEL** at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).
- Establish processes to [continuously improve](#) academic, social, and emotional learning through inquiry and data collection.

STEPS TWO, THREE and FOUR

- For Arlington as a whole, we have been assessing the need for an integrated social emotional and academic environment for all our students.
- We have decided to use Responsive Classroom and are increasing the amount of teachers that are “RC” certified. This summer there will be two more elementary trainings and an additional Gibbs training.
- For Gibbs specifically, all staff members will be trained when we open our doors in September.

RESPONSIVE CLASSROOM

The Four Key Domains of Responsive Classroom

Engaging Academics: Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

Positive Community: Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.

Effective Management: Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

Developmental Awareness: Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Guiding Principles for RC Work

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Steps to develop a school that prioritizes academic, social and emotional learning.

- Develop a [vision](#) that prioritizes academic, social, and emotional learning.
- Conduct an SEL-related [resources and needs assessment](#) to inform goals for schoolwide SEL.
- Design and implement [effective professional learning programs](#) to build internal capacity for academic, social, and emotional learning.
- Adopt and implement [evidence-based programs](#) for academic, social, and emotional learning across all grades.
- **[Integrate SEL](#) at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).**
- Establish processes to [continuously improve](#) academic, social, and emotional learning through inquiry and data collection.

Step Five Integration of SEL at Three Levels

Social Emotional Competencies	Academic Competencies
<ul style="list-style-type: none">● Cooperation● Assertiveness● Responsibility● Empathy● Self-Control	<ul style="list-style-type: none">● Academic mindset● Perseverance● Learning Strategies● Academic Behaviors

Classroom Practices and Strategies

The following consists of a set of practices and strategies that build academic and social-emotional competencies. They will be at the heart of our teaching practice. They will also be school wide policies.

- Interactive Modeling
- Teacher Language
- Logical Consequences
- Interactive Learning Structures
- Responsive Advisory Meeting
- Investing Students in the Rules
- Brain Breaks
- Active Teaching
- Student Practice

Advisory Meeting

- Responsive Advisory Meeting serves as an anchor for adolescents, a predictable routine that students need more than ever as they undergo rapid physical, emotional, and intellectual changes. Advisory provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.
- For new middle schoolers, consistency is key. While navigating a new building, adjusting to a different schedule, and mastering that right of the passage that is the locker, students find comfort and consistency in Advisory.

Key Purposes Responsive Advisory

- Build student to student affiliation
- energize and re-engage
- reflect & recalibrate
- extend learning through themes
- support academic readiness
- strengthen advisor-advisee relationships
- develop communication and social skills development

Key Components of Responsive Advisory

- **Arrival welcome** – The teacher welcomes each student by name as they enter.
- **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students.
- **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests.
- **Activity** – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting

Community Layer

- It is our plan to publish a “Just The Way We Do Things Around Here” resource for parents that explains in detail the work we are doing that you have heard about tonight.
- From that work, we plan to design a family workshop series that will help parents to understand what we do, why we do it that way, where students are developmentally in sixth grade, and how to create the foundation students will need to succeed in their middle school years.
- In your most recent email from me, I included links to the Casel website and the Responsive Classroom website. These are great places to find more details about this work.

Courses

Courses: The course of studies for Gibbs will be included in a 6th, 7th and 8th grade course guideline. We are in the process of making sure the guideline reflects curriculum changes as well as adds in explanations of advisory, project block and elements of Responsive Classroom. As soon as this is available, you will receive both a hard copy and digital access.

Core Courses	Exploratory Courses
Math English Language Arts Science Social Studies	Digital Media Literacy Art Technology Music World Language Project Block (possible content specific options) Advisory Band, Chorus, Orchestra ACE (criterion based) Math 7 (by assessment)

Project Block Philosophy

Project Block:

- During project block children will be in band, chorus, orchestra, or project.
- No matter which of these classes, there will be a set number of skills that children will practice with a release of responsibility philosophy.
- A release of responsibility to the sixth graders means classes will have opportunities for teachers to model and students to practice these skills.
- This means we are combining the skills that we feel like kids need to know and be able to do with a project based experience so that children can practice these skills with authenticity.
- We will release responsibility to the children through direct instruction, guided discovery and interactive modelling. These are RC components.
- It is important that we introduce this experience with a go slow to go fast philosophy.
- This is the idea behind the release of responsibility.
- This is a new kind of learning for students and it is important that they are supported in that.

SCHEDULE

- We have decided to go with a 6 day schedule
- This will allow us to schedule 5 clusters the most efficiently
- There will be 6 periods in four out of the 6 days
- There will be 7 periods in two out of the 6 days
- Students will have ELA, Math, Science and Social Studies each day
- Students will have two other electives a day that will rotate through World Language, Physical Education, Family and Consumer Science, Technology , Art, Music, Digital Media Literacy, ACE.
- On the two 7 period days, the students will have either project block, band, chorus or orchestra added into their day.
- The year will be divided into trimesters.

SCHEDULE CONTINUED

- Students will have an every other day rhythm for specialty classes.
- Students will have a morning advisory that mirrors the advisory experience that you had at the beginning of our forum.
- Students will have a longer last block that will allow for a time at the end of the day for students to reflect, check in with teachers and make plans for at home work.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Advisory	A		A		A	A
Block 1	Math	Math	Math	Math	Math	Math
Block 2	World L	T/A/DML	World L	T/A/DML	World L	T/A/DML
Block 3	ELA	ELA	ELA	ELA	ELA	ELA
Block 4	Science	Science	Science	Science	Science	Science
Block 5	PE	FACS	Intervention Reading BCO Project	PE	Intervention Reading BCO project	Music
Block 6	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies
Block 7		BCO and Project		BCO and Project		

Technology

- We will have one to one Chromebooks that will have touchscreens.
- We are going to be working on what we specifically teach students to do with technology.
- Technology use will be part of project block and the goal is to teach them to use a certain set of tools that all students will go to 7th and 8th grade prepared to use.

BUS TRANSPORTATION

We have met with the DPW, Arlington Police Department, Shawmut, and Finegold Alexander Architects. In this meeting we:

- Planned drop off spaces for buses and cars.
- Designed bump outs on the Foster street side for parents to pull in and drop off students.
- Decided busses will be using the parking lot to drop off and pick up.
- More specific procedures will be made available as we have them.

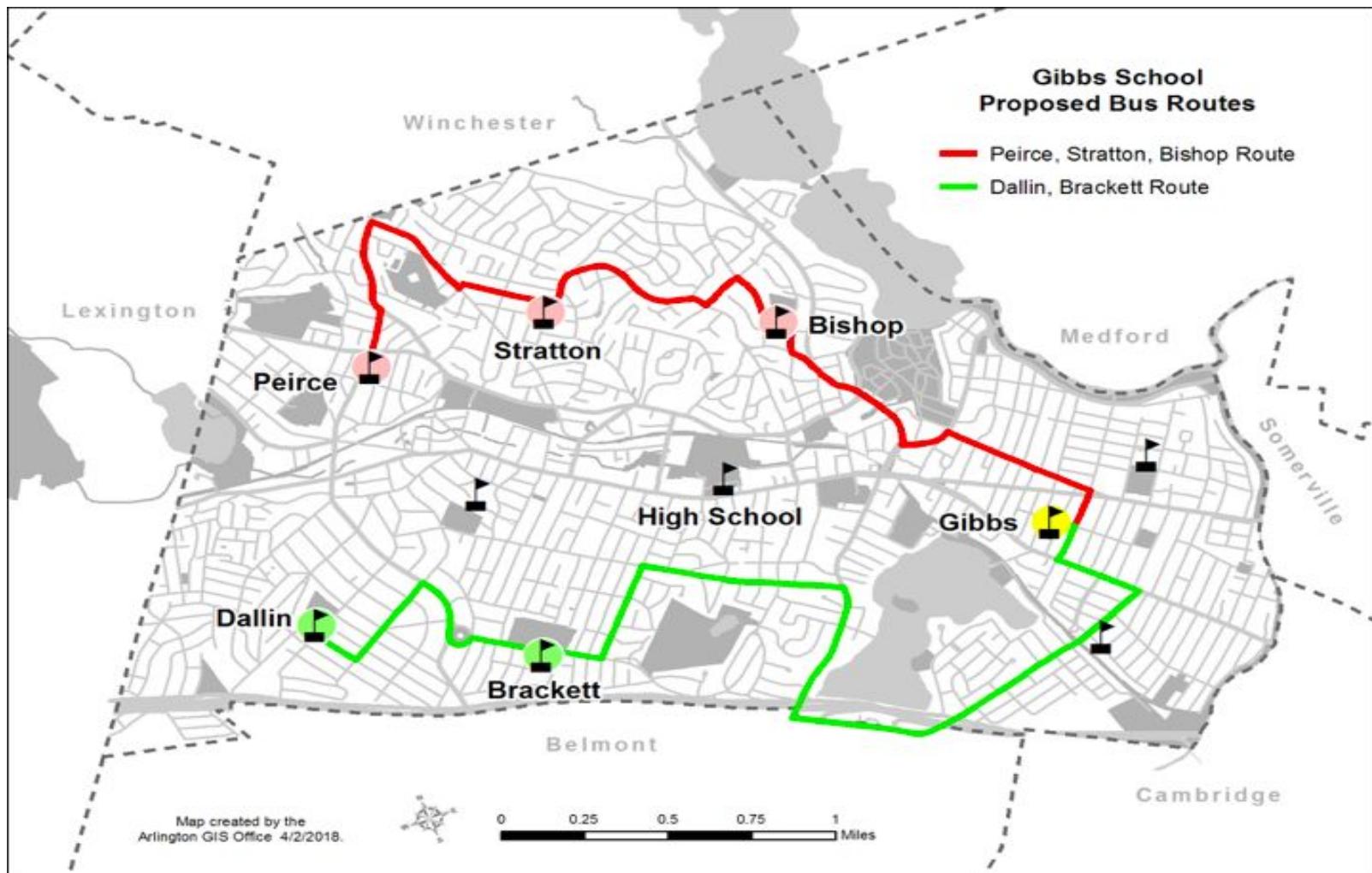
Bus Routes

There will be two buses and each will make two runs, repeating the same route. We will outline these areas on the map.

There will be some room for families that want to pay for bus transportation. (\$270)

Gibbs School Proposed Bus Routes

- Peirce, Stratton, Bishop Route
- Dallin, Brackett Route



PTO PLAN

- I met with the current OPAC
- We have collected ideas from those active in PTO at the elementary level
- We all felt that it would be best to have a parent organization that would be responsible for 6,7 and 8th grade. That said, there will be an effort for us to identify parents of fifth graders that are wanting to serve in this role as parents of sixth graders. We worked to identify some ways that we could have identified seats at the table as a board of members with community members joining the larger body. There were some great ideas that will continued to be explored.
- If you might be interested in serving on this group, please do reach out to Wendy and myself by email.

Library

Donation from the Fenn School

District Funds will be used with our typical vendors and Stacy Kitsis, Library/Media Director, has already reached out to those vendors to help focus our book list

Wendy Salvatore and parent Mariann Hanley will be working on this project and will also be putting together a way for us to accept donations from families based on a wish list.

Finally, on Wednesday, April 11th, The Arlington Community Education organization will be holding a fundraiser and has selected the Gibbs' Library as the recipient of the monies raised. Donations will also be accepted via website.

The PowerSchool Portal

- At this point all fifth grade families should have received a portal letter. That letter contains instructions on how to log on to the PowerSchool portal and enter/update all of your information.
- On April 3rd the portal will open for parents. At this time, parents will help incoming sixth graders decide on a world language choice (Spanish, French, Mandarin or Latin) as well as select band, chorus or orchestra, if so desired.
- The portal will close on April 13th.
- You should have recently received an email with several links to help with this process.

Q&A Questions
Answers



Parent Forum for Gibbs Families

June 6, 2018



Agenda

- State of Planning
 - Build
 - Social Emotional Learning
 - Schedule
- Academics
- Project Based Learning
- Special Education
- Library/Media
- After School
- Transportation
- Web Site
- Fifth Grade Visits
- First Day/Week of School

State of Planning

- The building is on time. We still have an August 1 finish date
 - The flooring is going in this week!
 - The play area surface has been selected
 - Walls are painted.
- Social Emotional Learning
 - Responsive Classroom training summer
 - Advisory resources are in
 - First Day and Week is planned
 - Advisory plans are in place
- Schedule
 - 6 Day Cycle
 - Advisory 4 out of 6 days
 - Project Block 2 out of 6

State of Affairs Continued

- There will be 6 periods in four out of the 6 days
- There will be 7 periods in two out of the 6 days
- Students will have ELA, Math, Science and Social Studies each day
- Students will have two other electives a day that will rotate through World Language, Physical Education, Family and Consumer Science, Technology , Art, Music, Digital Media Literacy, ACE.
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- The year will be divided into trimesters.

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Block 3	ELA	ELA	ELA	ELA	ELA	ELA
Block 4	Science	Science	Science	Science	Science	Science
Block 5	PE	FACS	Intervention Reading BCO Project	PE	Intervention Reading BCO project	Music
Block 6	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies
Block 7		BCO and Project		BCO and Project		

Academics

- Middle School Program of Studies
- 6-8 vertical alignment as outlined in the program of studies
- Following department slides
-

Sixth Grade Mathematics Core Concepts

1. Ratio, Proportion, and Reasoning Multiplicatively
2. Operations with Fractions and Developing the Rational Number System
3. Expressions, Equations, and Inequalities
 - a. Apply and extend previous understandings of arithmetic to algebraic expressions.
 - b. Reason about and solve one-variable equations and inequalities.
 - c. Represent and analyze quantitative relationships between dependent and independent variables.
4. Surface Area, Volume, and Characteristics of 3D Shapes
5. Statistics and Probability
 - a. Develop understanding of statistical variability.
 - b. Summarize and describe distributions.

English Language Arts

Overview:

Literacy is taught in all courses in Middle School, but especially in English Language Arts. Students will develop and improve their ability to communicate effectively in writing and orally when interpreting information and synthesizing that information with a clear message growing in sophistication.

The four areas of focus in English Language Arts are:

- **Reading:** Students will be able to read and comprehend increasingly challenging fiction and information texts. Students will learn to value reading with both a pleasurable and educational purpose. They will be able to self-monitor, make inferences, determine text structure and the author's purpose. Readings include *The Tiger Rising* by Kate DiCamillo, thematic literature circles, short stories, poetry and informational texts.
- **Writing:** Writing builds upon the foundation set by elementary school teachers and prepares students for the analytical writings of 7th grade. We start by crafting well-organized paragraphs that develop more sophistication. By the end of the year, students will write argument essays that state a clear claim and defend it by synthesizing information from multiple sources. Students will also write fiction, poetry, letters and expository pieces.

English Language Arts continued

- Speaking and Listening: Students will continue to develop their discourse skills by engaging in discussions with each other about texts everyday. In these discussions, students will grow their ability to cooperate, emphasize, be assertive and be responsible.
- Language: Students will be able to structure complete and precise sentences. Grammar instruction will focus on sentence construction, fluency, fragments/run-ons, parts of speech and commas. Students will also expand their vocabulary as readers, writers, speakers and listeners so that they can communicate articulately.

6th Grade History- Recurring Themes in Ancient History



Topics:

Early Man

Mesopotamia

Egypt

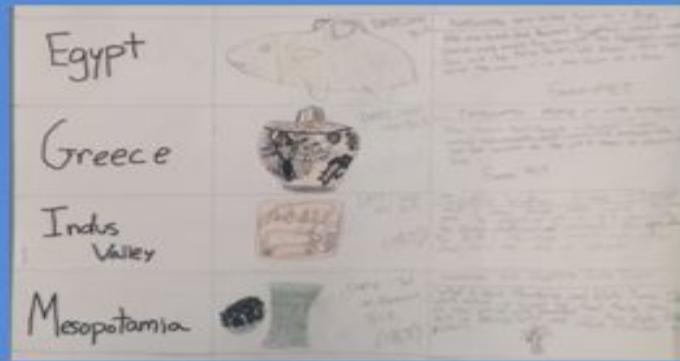
Indus River Valley

China

Greece

Rome

Mesoamerica



Why Thematic vs. Chronological:

- Students make connections *between* civilizations
- Students make inferences about trends/patterns early in the year
- Themes allow for better connections to current events



 The 610 Cluster @MSarinnounce Apr 15 What makes a good leader? Feeling inspired by this awesome fishbowl discussion... Becoming historians @OMSarinounce



6th Grade History- Recurring Themes in Ancient History



Themes:

- 1) Thinking Like a Historian
- 2) Interactions between Humans & their Environment
- 3) The Development of Culture
- 4) Power, Expansion & Conflict
- 5) Trade Networks



Culminating Summative Assessment:
“Create Your Own Civilization” competition



GR 6 Science/Technology/Engineering

<http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf>

Theme - Structure and Function

- The integration of Earth/ space/ life/physical sciences/technology-engineering gives relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them.
- Students relate structure and function through analyzing the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves.
- Students use models and provide evidence to make claims and explanations about structure-function relationships in different STE domains.

World Language

- Part of the general curriculum for all students; meets every other day (90 days)
- Starting WL in grade 6 provides students an important opportunity to develop advanced language proficiency through their high school career.

Goals - Latin

1. Develop reading comprehension of Latin texts, primarily narratives written for the modern student
2. Develop an understanding of the people and contributions of the early Roman Empire
3. Engage students in linguistic comparisons between English and Latin

In the classroom:

- Emphasis on reading comprehension
- Grade 6 performance target > Novice Mid: students will be able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple highly-predictable oral or written texts, with visual support or other contextual help.

World Language Continued

Goals - Modern Languages

- 1. Develop proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of the target language
- 2. Develop understanding of cultures of countries where the target language is spoken

In the classroom:

- Emphasis on oral proficiency: classes are conducted almost exclusively in the target language, with students using increasing amounts of target language, starting at the beginning of the year.
- Grade 6 performance target > Novice Mid:
 - Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.
 - Students will be able to communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.



Family and Consumer Sciences (FACS)

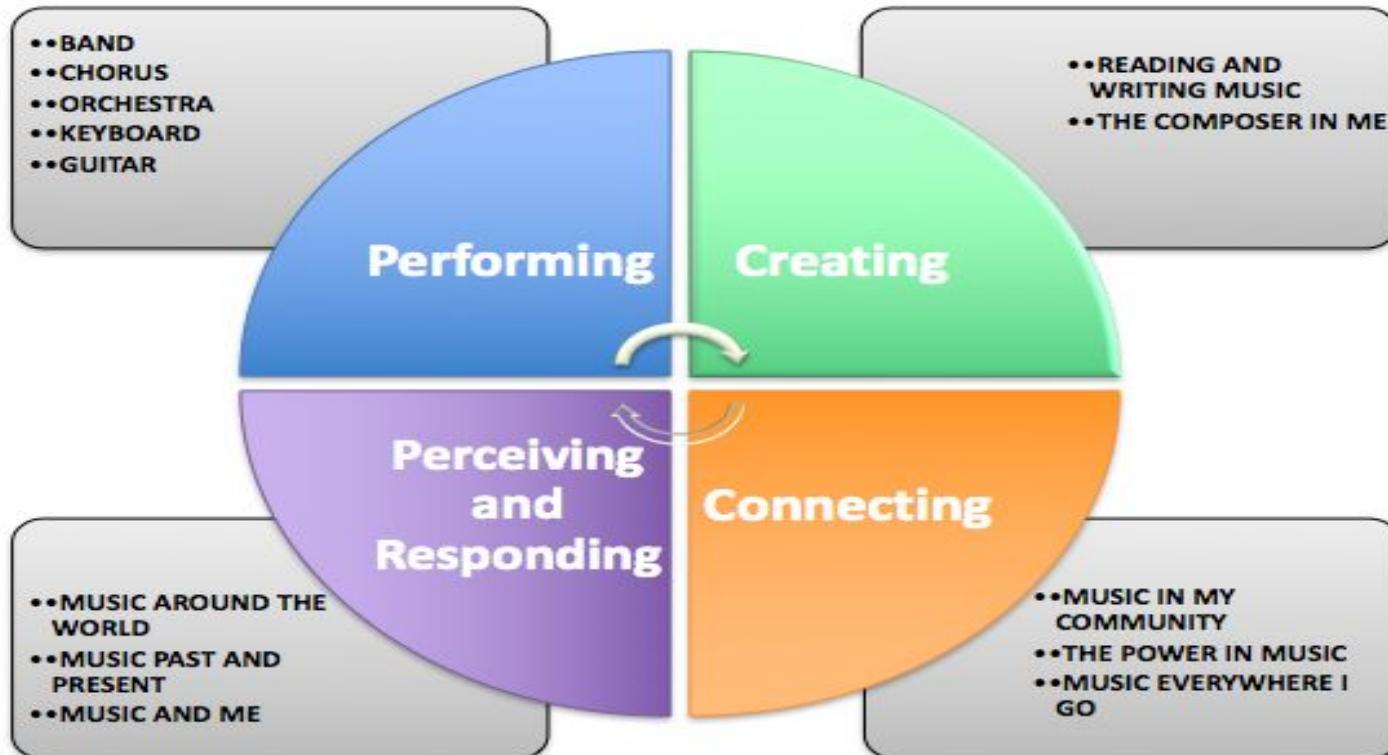
**A Curriculum Helping Students Improve
Their Lives Now and Preparing Them for
the Challenges of Tomorrow**

We are the 6th Grade Health Curriculum

Health Skills Taught and Practiced		Health Topics
<ul style="list-style-type: none"> ● Accessing Information and Community Resources ● Communication Skills ● Social Skills ● Refusal and Assertiveness Skills ● Decision Making Skills ● Goal Setting Skills ● Time Management ● Predicting Consequences ● Self-advocacy ● Analyzing Myths and Behaviors ● Stress and Anxiety Relievers ● Conflict Resolution ● Safety 	<p><i>Botvin LifeSkills Curriculum</i></p> <ul style="list-style-type: none"> ● Self-image Development ● Personal Values ● Tobacco Products ● Vaping ● Drugs <ul style="list-style-type: none"> ○ Prescription and Medicine Safety ○ Alcohol ○ Marijuana ● Advertising ● Violence and the Media ● Dealing with Anxiety ● Coping with Anger ● Peer Pressure 	<p><i>Other Health Content</i></p> <ul style="list-style-type: none"> ● Puberty ● Accident Prevention ● Importance of Breakfast ● Sleep ● Stress Relievers ● Self-control ● Bullying and Cyberbullying

GRADE 6 MUSIC

Core Concepts and Themes



Visual Arts



Visual Art

At GIBBS!

MS. SERAFINI

Visual Arts Continue

The 6th Grade Curriculum at Gibbs will support our department's strong belief that every child has the ability to communicate visually, and it is our goal to support and nurture the creative ideas of every child

At the Gibbs School, art class will include a combination of:

- **PRACTICE** ~ to strengthen specific techniques in 2D and 3D art
- **EXPRESSION** ~ to identify unique inspirations and find ways to communicate them visually
- **REVISION** ~ to advance the artistic process and the philosophy that self-confidence and persistence is key to developing a successful project
- **REFLECTION** ~ to strengthen skills in individual and collaborative investigations of work, and communicating with others to safely support our studio community
- **EXHIBITION** ~ to plan ways to present our ideas and projects to the larger community that most successfully communicates the messages in our work

ALL STUDENTS WILL HAVE WORK IN AT LEAST ONE ART SHOW

Visual Arts

- ALL STUDENTS WILL HAVE WORK IN AT LEAST ONE ART SHOW
- STUDENTS WILL HAVE WEEKLY, AT HOME ASSIGNMENTS THAT WILL SUPPORT THE CURRICULUM
- IN ADDITION, THERE WILL BE OPEN STUDIO AFTER SCHOOL AT LEAST ONE DAY A WEEK - OPEN TO ALL STUDENTS ALL YEAR. DAY OF THE WEEK TBD
- ADDITIONAL AM/PM ART OPPORTUNITIES WILL BE ANNOUNCED IN THE FALL

Physical Education

The Gibbs PE Program is an activity based learning experience. The goal of the program is for students to develop knowledge, skills, and appreciation in a variety of activities with the hope that the child will participate in health enhancing physical activity independently.

Schedule:

Classes meeting two times during the 6-day cycle for approx. 48 minutes.

Curriculum:	Cooperative Games Badminton Basketball Ballroom Dance Fitness Floor Hockey Mindfulness Pickleball	Problem Solving Recreational Games Soccer Speedball Team Handball Volleyball Wiffle Ball FitnessGram Assessment
--------------------	--	--

Project Based Learning

- Heart of project based learning (PBL)
- Student intake forms
- Executive functioning
- Rationale

What We Will Do:

Our implementation of PBL will be through the developmental lens of a sixth grader. This means our practice will embrace a release of responsibility method of :

- I do it, you watch me
- I do it, you help me
- We do it together, I help you
- You do it, I watch you

Elements of the Project Based Process

- Look at a topic
- Find an essential question (focused around overcoming adversity)
- Research to find information on the topic
- Find answers to their essential question or problem
- Present their findings.

Executive Functioning Skills Focus

- **Planning**...developing a plan, both long and short term, to reach a goal or complete a task
- **Prioritizing**...figuring out what details are important when planning the goal or task and work towards reaching the goal and completing the task
- **Managing time**....predicting how long things will take, planning and acting
- **Organizing**...keeping all of their materials organized
- **Persisting**...following through and completing the project, even when it's hard. Having a growth mindset about the work.
- **Taking notes**...determining and using a note taking system that works
- **Using technology**....organizing a google drive, using note taking apps and determining reputable websites
- **Working in groups/flexibility**....being flexible and able to hear others ideas and use accountable talk.
- **Reflecting**...looking back on the project and thinking about how it went and what might need to shift for next time

Other Project Block Details

- Release of responsibility over three trimesters
- Graded based on a rubric of target skills
- Presentation platforms identified
- Google Suite
- Email
- Accountable Talk

Special Education Programming

- The “What Works?” philosophy
- Co-taught learning communities for all four classes
- Co-taught learning communities for ELA and Math only
- Small group instruction cognitive
- Small group instruction social emotional
- Targeted academic support
- Inclusion

Library Media Center

- All families who wish to donate books should take them to the Book Rack where Gibbs will have an account for credit to purchase new.
- Direct donations can be made by check to APS
- We will order through Follett and other providers
- Name plates will be placed on books and bookshelves for those donors who wish to be recognized.
- We are in the process of interviewing Media center specialists for hire over the summer.

After -School Opportunities

- Bus arrival program
- AM/PM Activities
- Arlington After School Program (AASP)
- Chorus
- Band
- Orchestra
- Teen Zone Activities (Arlington Community Education)
- Drama

Transportation

We have met with the DPW, Arlington Police Department, Traffic Advisory Council (TAC) Shawmut, and Finegold Alexander Architects. In this meeting we:

- Planned drop off spaces for buses and cars.
- Designed bump outs on the Foster street side for parents to pull in and drop off students.
- Decided buses will be using the parking lot to drop off and pick up.

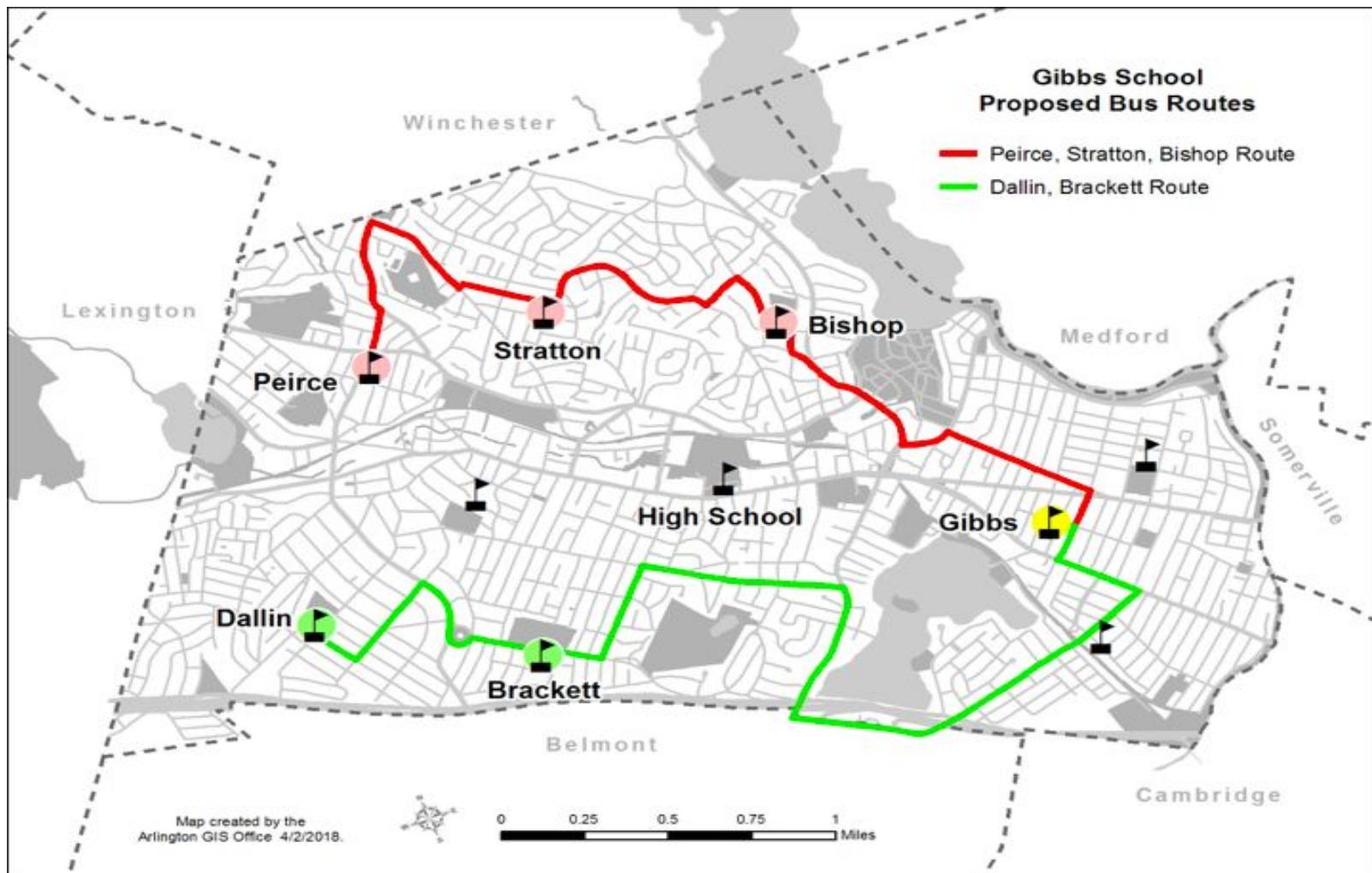
Bus Routes

- Two morning runs per route (4 buses)
- Two afternoon runs per route (2 buses)

There will be some room for families that want to pay for bus transportation. (\$270)

Gibbs School Proposed Bus Routes

- Peirce, Stratton, Bishop Route
- Dallin, Brackett Route



Website (<http://www.arlington.k12.ma.us/schools/gibbs.asp>)

Claudia Bertoli is our Webmaster for the APS. She has posted so far:

- Links to all of the slide decks for the parent forums
- Busing and transportation information
- Information about the renovation
- Communications from Kristin

COMING SOON

- After School Information
- Lunch and Snack
- Media Center
- Advisory
- Culture and Climate
- Project Block
- Schedule
- PTO

Fifth Grade Visits

Wendy and Kristin will be starting fifth grade visits next week. Visits will include.

- Golden Ticket to Gibbs
- Summer reading reminder
- Introduction to the chime
- Introduction to the go word
- Energizer
- Preview of first day/week

Visit Schedule

June 12: Dallin, Brackett and Peirce

June 13: Stratton

June 14: Hardy

June 18: Bishop and Thompson

Before the first day of school

Prior to the first day of school you will receive:

- A welcome packet for parents and guardians
- A welcome packet for students including a learning community assignment
- Dates for a student school tour with electronic sign up (Late August)
- Open house visit for parents

First Day of School

- Gym gathering
- Elementary school farewell
- Staff introductions
- Core value discussion
- Understanding, Unified and Unstoppable
- Expectations.
- Exit in learning communities
- Learning community introductions
- Advisory introductions

First Week of School

- Team building activities
- Expectation tours
- Mantra rocks
- Regular schedule day 2
- This is us footage
- End of the week celebration assembly

Questions and Answers



Town of Arlington, Massachusetts

Goal Two – Staff Excellence and Professional Development

Summary:

- The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.



Town of Arlington, Massachusetts

2.1 To ensure the success of all students, Arlington Public Schools will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes PK-12 in academics, social emotional competencies, cultural competency and college and career readiness. This will provide universal high-quality core educational experiences in a safe and supportive learning environment with supplemental and targeted interventions/supports for students who experience academic and/or behavioral difficulties identified through a refined student support team process. Teachers and staff will have professional development in topics of cultural competency as part of the district's overall focus on social-emotional growth.

Summary:

- Evidence of success:
 - Creation of the Safe & Supportive Schools (SASS) District-wide Committee by October 30, 2017.
 - Report on early implementation of each (K-8) school's SASS action plans developed in 2016-2017 by October 30, 2017.
 - A report outlining the consistent SST practices, procedures, and documentation across the district by March 30, 2018.
 - The number and position of educators who complete Youth Mental Health First Aid and Trauma Sensitive Practices Endorsement by June 2018.
 - Report on cultural competency professional learning for teachers and administrators. Interim report by December 2017 and final report by June 2018.
 - Plan for including cultural competency professional learning in our new teacher induction program by March 31, 2018.

ATTACHMENTS:

Type	File Name	Description
<input type="checkbox"/>	Presentation_SASS-_SC_Safe_and_Supportive_Schools_10_26_2017.pdf	SASS 10 26 2017
<input type="checkbox"/>	Goals_Youth_Mental_Health_First_Aid_Training_YMHFA_sign_up__2017_2018.xlsx	Youth Mental health First Aid Training Sign ups
<input type="checkbox"/>	Goals_Trauma_Course_of_location_and_positions_for_Goal_2_2017-2018.pdf	Trauma Courses teacher location and positions
<input type="checkbox"/>	Goals_November_1_Professional_Development_Day-_A_Recap.pptx	Professional Development Cultural Prof 2.1

Safe and Supportive Schools

October 26, 2017 School Committee Update

Nice to meet you!

Sara Fernandes Burd, MS. RDT.

**Director of Guidance and Social
Emotional Learning**

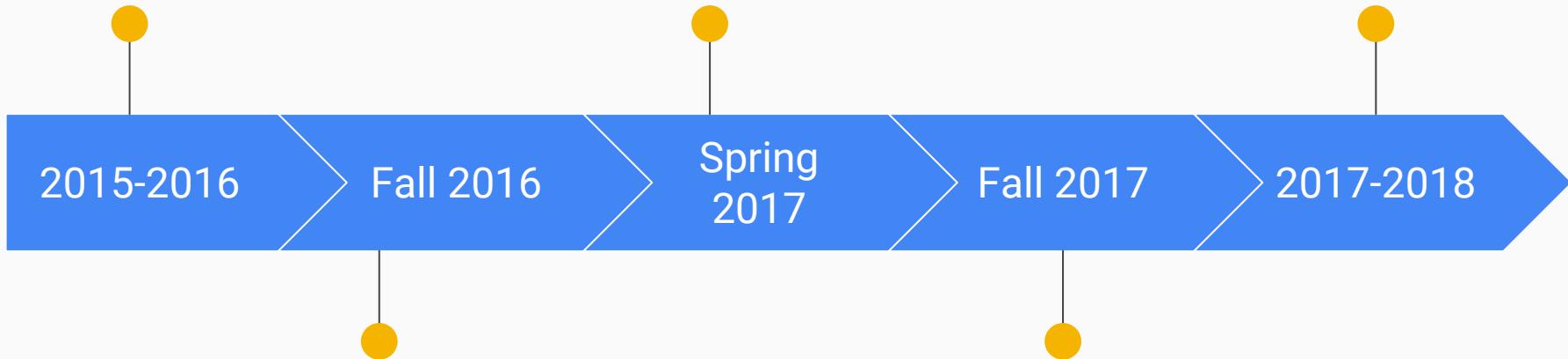
- Supervising secondary general education school counselors
- Directing PK-12 SEL integration, coaching and execution

Timeline of SASS Work

District receives AEF grant and conducts district-wide SASS self-assessment

Schools create SASS Action Plans for upcoming school year

Schools execute SIP/Action Plans in coordination with District Goals



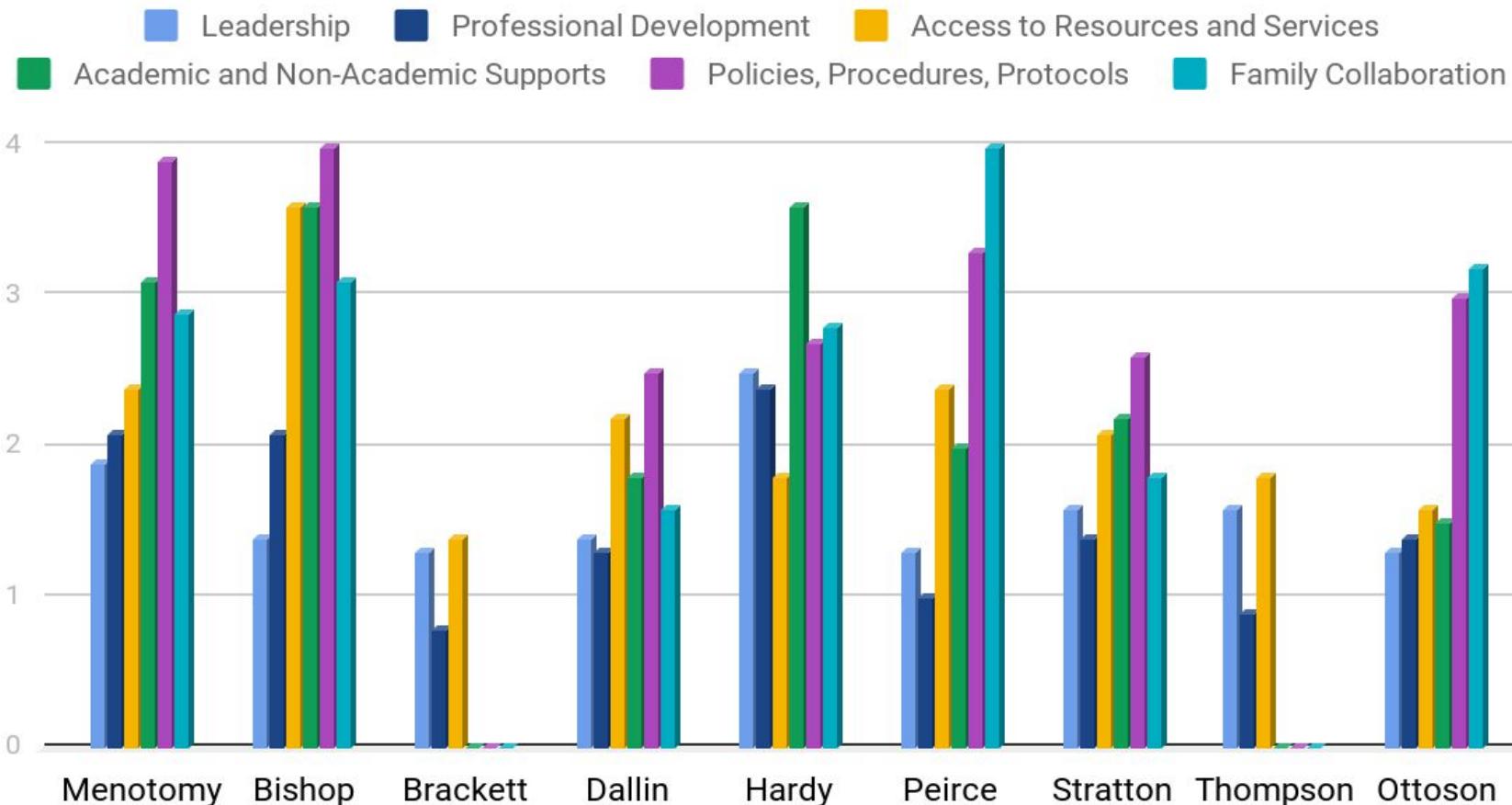
Schools receive state grant to fund school-based SASS self-assessment

Schools align SASS Action Plans with School Improvement Plans

District Action Plan Goal (2016)

Develop and implement a district level leadership team that provides vision and support for the integrated implementation of Safe and Supportive Schools best practices across the district and within each school.

Self-Assessment Results



Questions?

School	Role	Email		Tues April 3	April6	April 30	May1	May 4	May 15	May 22
AHS	Building Sub			yes	yes	yes	yes	no	no	no
Bishop	Music			yes	no	no	no	no	no	no
Bishop/Peirce	Art Teacher			yes	yes	no	yes	yes	yes	yes
District	Special Ed. Financial Mgr.			yes						
Hardy	OT			yes	yes	no	yes	no	yes	yes
Peirce	4th Grade Teacher			yes	yes	no	yes	yes	yes	yes
Peirce	2nd Grade Teacher			yes	yes	yes	yes	no	no	yes
Peirce	Fifth Grade Teacher			yes	no	no	yes	no	yes	no
Peirce	Elem. Math Coach			yes	yes	yes	yes	yes	yes	no
Stratton	K-2 Special Ed.			Yes	Yes	Yes	Yes	Yes	Yes	Yes
Stratton	OT			Yes	no	no	yes	No	yes	yes
Stratton	Grade 2			yes	yes	yes	no		yes	no
Thompson	After School Teacher			yes	no	no	no	no	no	
AHS	Teacher						no	no	yes	yes
Thompson	Building Sub			no	no	yes	yes	no	yes	yes
Thompson				Yes	Yes	Yes	Yes	Yes	Yes	Yes

Ottoson	grade 6-8 ACE	aduke@arlington.k12.ma.us
AHS	Grade 11 and 12	cconlon@arlington.k12.ma.us
OMS	Special Ed. T.	caluongo@arlington.k12.ma.us
AHS	Science	gzekser@arlington.k12.ma.us
OMS	7th grade math teacher	ltomilson@arlington.k12.ma.us
District	Admin Asst.	memoloney@arlington.k12.ma.us
OMS	Social Worker	mgreenstein@arlington.k12.ma.us
OMS	English Teacher	nhardesty@arlington.k12.ma.us
District	Special Ed. Admin Asst	mcamaioni@arlington.k12.ma
OMS	ELA Teacher 6	rgrodman@arlington.k12.ma.us
AHS	science teacher	sknuth@arlington.k12.ma.us
OMS	Math 7th grade	sfischl@arlington.k12.ma.us
AHS	English Teacher	tselness@arlington.k12.ma.us



Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Fwd: Trauma AEF Letter - Invitation to edit

Alison Elmer <aelmer@arlington.k12.ma.us>

Tue, Oct 30, 2018 at 2:09 PM

To: Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>, Kathleen Bodie <kbodie@arlington.k12.ma.us>

(OMS)	SLC teacher
(Brackett)	Learning Specialist
(Stratton)	School Psychologist
(Hardy)	OT
(Peirce)	Social Worker
(Stratton)	Social Worker
(Thompson)	Social Worker
(Stratton)	OT
(Dallin)	Gen ed teacher
(Peirce)	Social Worker
(Stratton)	Gen ed teacher
(Bishop)	Learning Specialist
(Thompson)	Gen ed teacher
(Brackett)	SLC Teacher
(Dallin)	Gen ed teacher
(OMS)	School Counselor
(Brackett)	Learning Specialist
(Hardy)	School Psychologist

(Thompson)	Reading Specialist
(OMS)	Social Worker
(Peirce)	School Psychologist
(Stratton)	Gen ed teacher

So no AHS or Menotomy and no Gibbs (which isn't entirely fair since they weren't in existence when we started the courses)

Alison Elmer
 Director of Special Education
 Arlington Public Schools
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 Pronouns: she, her, hers

If you need this document translated, please call your child's school principal - Si necesita este documento traducido, por favor comuníquese con la escuela de su hijo - Se você precisa deste documento traduzido, entre em contato com a escola do seu filho - Si vous avez besoin de traduire ce document, s'il vous plaît contacter l'école de votre enfant - 如果你需要这份文件翻译, 请联系您的孩子所在的学校 - إذا كنت تحتاج /تحتاجين إلى ترجمة هذه الوثيقة إلى اللغة العربية يرجى الاتصال بمدرسة طفلك/طفلك، -

November 1 Professional Development Day

A District Focus on Cultural Competency

Objectives

- *Explore issues related to access and equity
- *Identify barriers that impact various cultural groups
- *Recognize possible strategies that can increase access and equity for all students
- *Provide staff with time to reflect, dialogue and work together in a small group setting

Morning message

The Morning message was provided by Dr. Anthony Muhammad

- CEO of New Frontier 21 Consulting, a company dedicated to providing cutting-edge professional development to schools all over the world
- Twenty years of experience that includes work as a middle school teacher, assistant principal, middle school principal, and high school principal.
- Recognized as one of the field's leading experts in the areas of school culture and Professional Learning Communities (PLC).
- He is the author of the books:
 - *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change* (2015);
 - *The Will to Lead and the Skill to Teach; Transforming Schools at Every Level* (2011);
 - *Transforming School Culture: How to Overcome Staff Division 2nd Edition* (2017);
 - A contributing author to the book *The Collaborative Administrator: Working Together as a Professional Learning Community* (2008).

Keynote Disclaimer – Warning 😊

- We will examine personal, social, and professional mindsets and the workshop material is designed to be provocative and force discomfort and cognitive dissonance
- This workshop will be difficult for people who are “offensive” (overly sensitive and easily offended)

Public School Purpose

- All children have the **right** to have their gifts and talents cultivated through the process of education.
- All children **can** learn and become educated.

(Cuban & Tyack, 1995)



“The world’s problems begin with the belief that some human lives are more valuable than others.”

—Nelson Mandela

Meritocracy

A system in which the talented are **chosen** and **moved** ahead on the basis of their achievement

—Merriam-Webster Dictionary

Meritocracy Is the Foundation for ...

- Grading practices
- Academic tracking
- Norm referenced testing
- School accountability ratings
- Merit pay and evaluation

Egalitarianism

- 1:** a belief in human equality especially with respect to social, political, and economic affairs
- 2:** a social philosophy advocating the removal of inequalities among people

—*Merriam-Webster Dictionary*

Learning Activities?

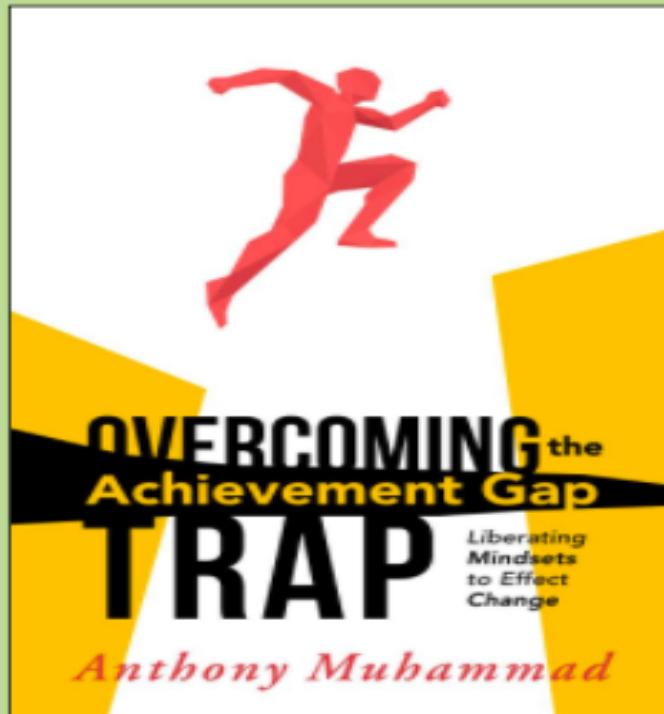
An analysis of research conducted over a 35-year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

(Marzano, *What Works in Schools: Translating Research Into Action*, 2003)

The Achievement Gap Is a Product of Our Thinking!

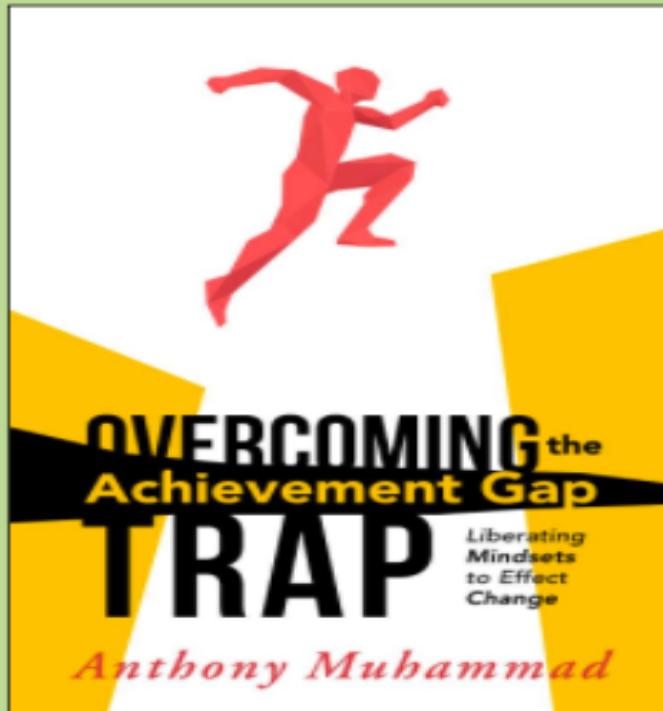


Superiority Mindset



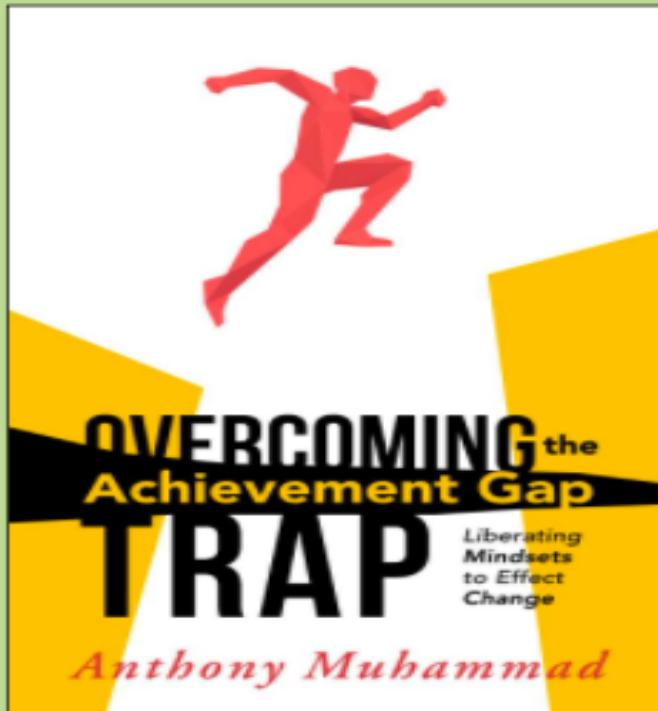
"I contend that the time, scholarship, effort, and resources to address the achievement gap were doomed to fail from their inception because there are people who have a vested interest in being defined as superior to others and they will seek to protect it. I call this the superiority mindset."

Victim Mindset

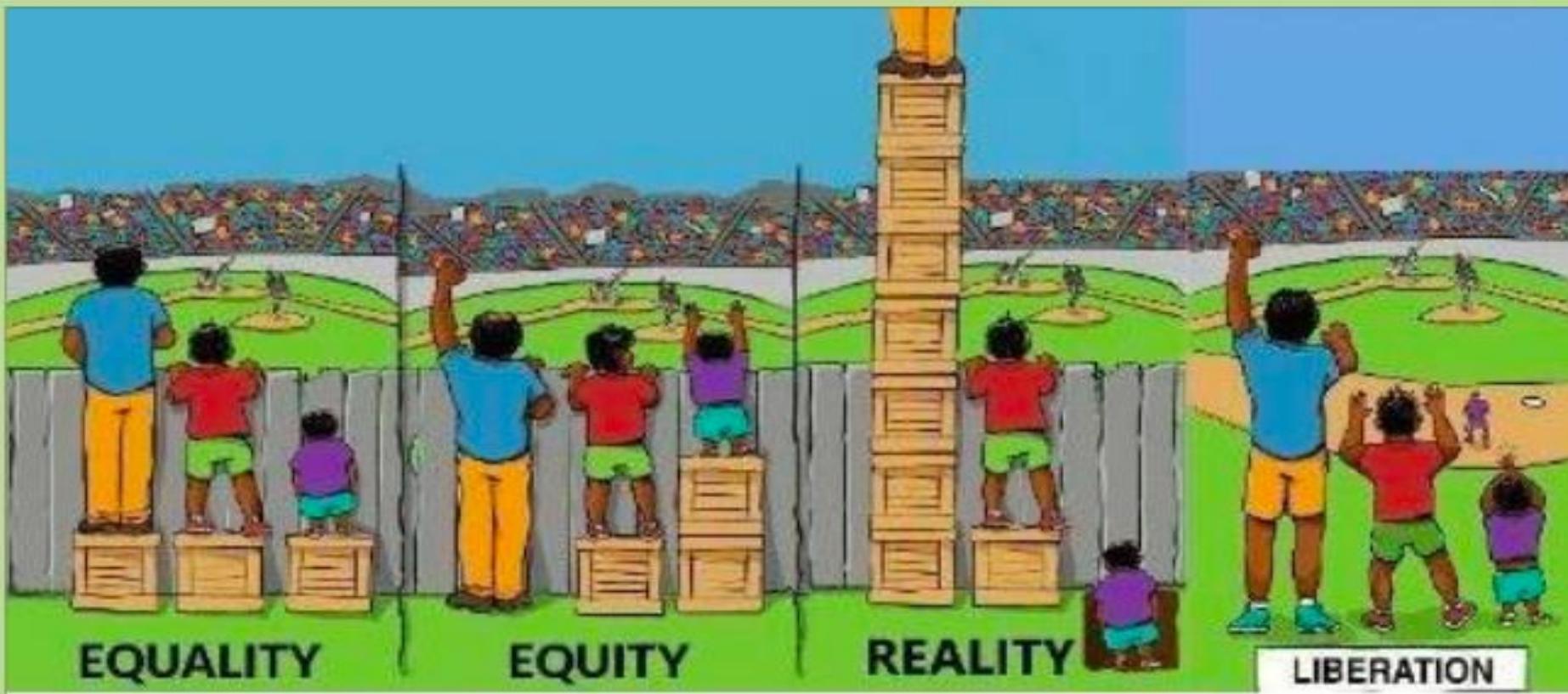


"Individual and collective responsibility to change conditions is difficult. There is a sense of comfort that comes from framing others as predators and oneself as a victim. I call this the victim mindset."

Liberation Mindset



"The liberation mindset is an unwavering set of collective beliefs and actions rooted in the goal of achieving high levels of academic and social success for all students despite internal or external barrier."



Liberation

Three Components

- Equality
- Responsibility
- Advocacy

Afternoon Breakout Sessions

➤ **Elementary School Staff went back to their buildings:**

- Bishop debriefed about the morning message and invited Pam Watts Flavin to lead work focused on assessing multicultural texts
- Brackett had a facilitator from the Anti Defamation League to lead work focused on Implicit Bias
- Dallin debriefed about the morning message and identified multicultural texts that can be used for instruction
- Hardy debriefed about the morning message and invited Manual Fernandez to discuss cultural competency practices
- Peirce debriefed about the morning message and did work connected to the text Culturally Responsive Teaching and the Brain
- Stratton invited facilitators to lead work focused on Implicit Bias
- Thompson debriefed about the morning message and invited facilitators from Visions 20/20 to lead their afternoon break-out sessions

Afternoon Break-out Sessions

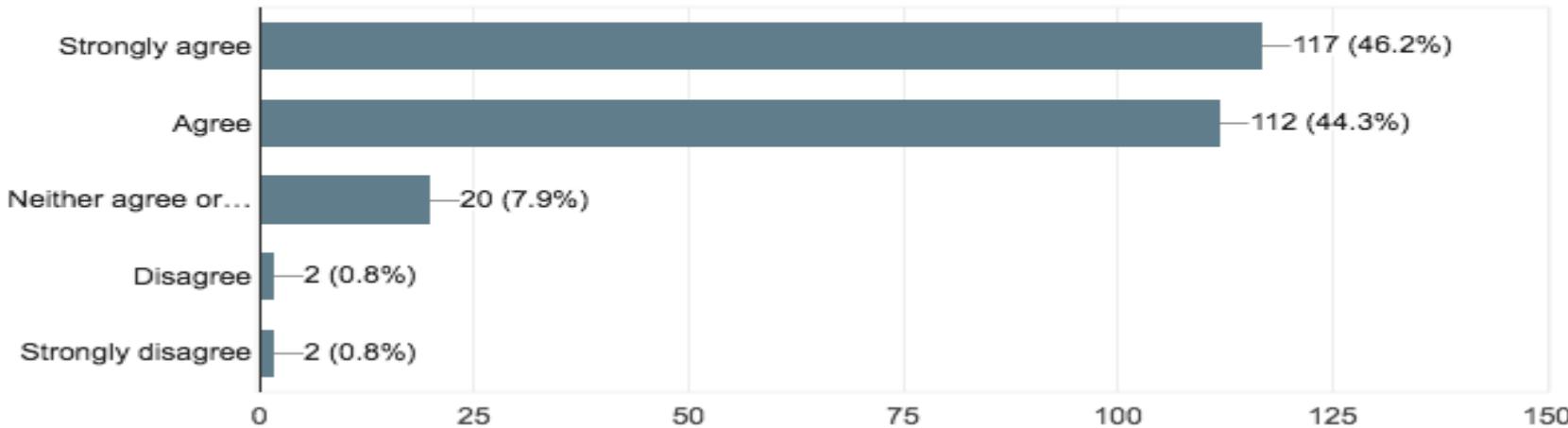
➤ Secondary Staff and Departments:

- ELA and Social Studies (7-12) debriefed about the morning message and invited Carlos Hoyt to lead afternoon discussions
- ELL and Guidance (K-12) debriefed about the morning message and focused on the learning needs of ELL/SIFE students
- Gibbs staff continued their Responsive Training (All Day)
- Math (7-12) debriefed about the morning message and explored the strategy of visualization
- Performing Arts (7-12) debriefed about the morning message and discussed criteria for identifying culturally relevant curriculum resources
- Preschool debriefed about the morning message and focused on explaining SEL through the Pyramid model
- High School Special Education Teachers, TAs and Ottoson Assistant Principals debriefed about the morning message and utilized various videos to explore issues around equity and culturally responsive practices
- Visual Arts (K-12) debriefed about the morning message and invited Katherine Douglas to lead training on Teaching for Artistic Behavior (TAB)
- FACS/World Language/Health and Wellness (7-12) invited facilitators from IDEAS to lead work focused on Implicit Bias
- Nursing had a discussion regarding the disparities in health care related to race
- Science debriefed about the morning message and discussed the cultural proficiency continuum and culturally proficient instructional practices

Survey Results

Dr. Anthony Muhammed's Keynote speech

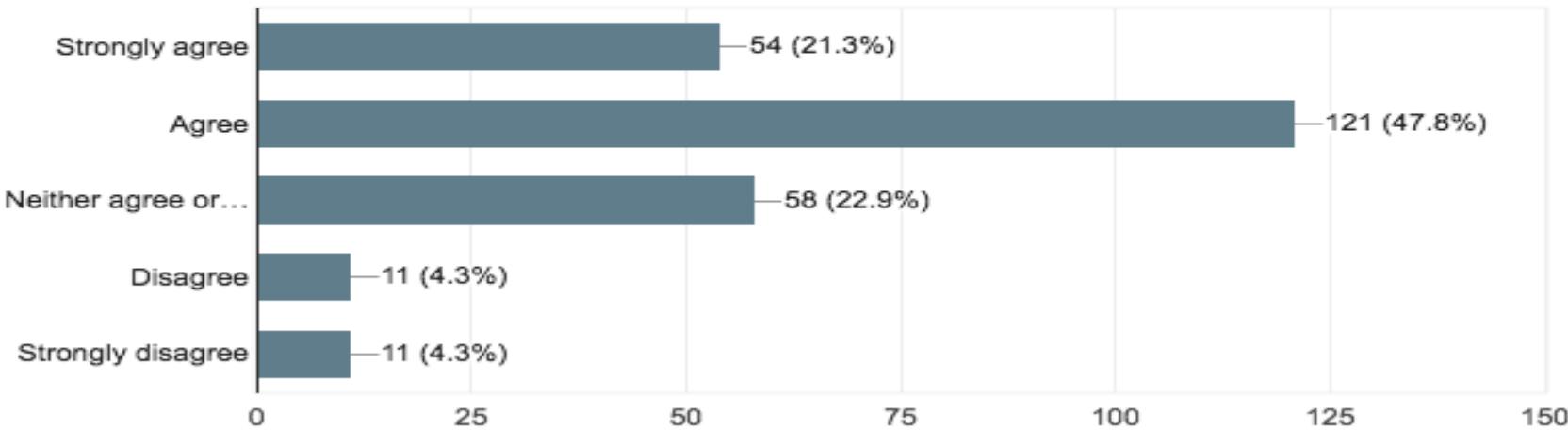
253 responses



Survey Results

Afternoon breakout sessions

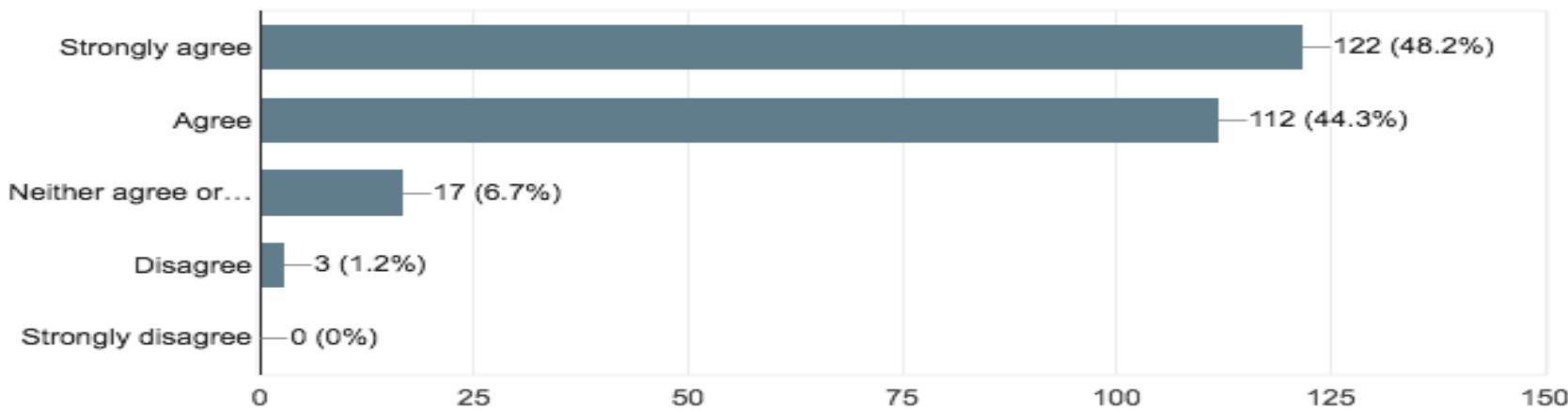
253 responses



Survey Results

Morning Session and District Goals

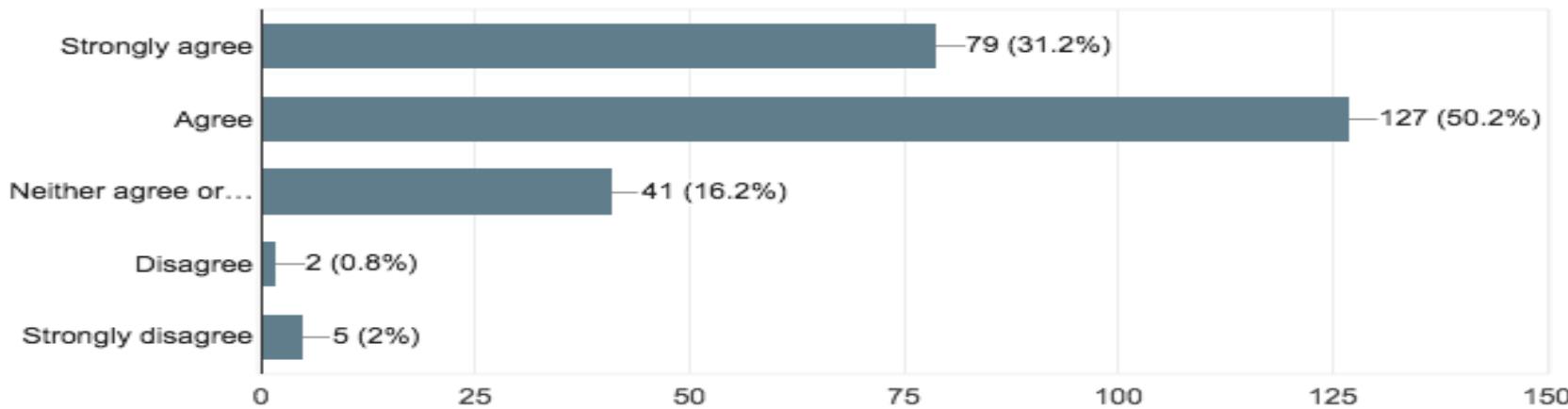
253 responses



Survey Results

Afternoon Session and District Goals

253 responses



Survey Results

- *"Dr. Anthony Muhammad's presentation was perhaps the best professional development I have participated in so far in my three years in the district. He was engaging and thoughtful and the topic could not have been more important."*
- *"I thought both morning and afternoon sessions were very interesting and helpful."*
- *"Dr. Anthony Muhammad's presentation was the most powerful PD I've been to in a very long time. My question is: What next? What can we do as a district to move this forward? The message was loud and clear and I would love to be part of a district that invests in training their teachers to provide the learning and teacher experience Dr. Anthony Muhammad spoke about. Are we willing and able? I hope so... I know I am inspired to learn more, read more, and put in the work to be part of a solution."*
- *"Where do we go from here? The keynote and follow-up conversations were great, but to really make some progress in this area, it will take a dedication of district resources - time and money - and a prioritization of what the district wants the staff to focus on. Good way to open the conversation, though!"*
- *"The entire day was fantastic. It really made me think and question how to improve upon my teaching."*

Questions



Town of Arlington, Massachusetts

2.2 Increase the diversity of the APS staff over the 2016-2017 staffing levels to better reflect the diversity of our students.

Summary:

- Evidence of progress:
 - Hiring report presented to the School Committee in October 2017.

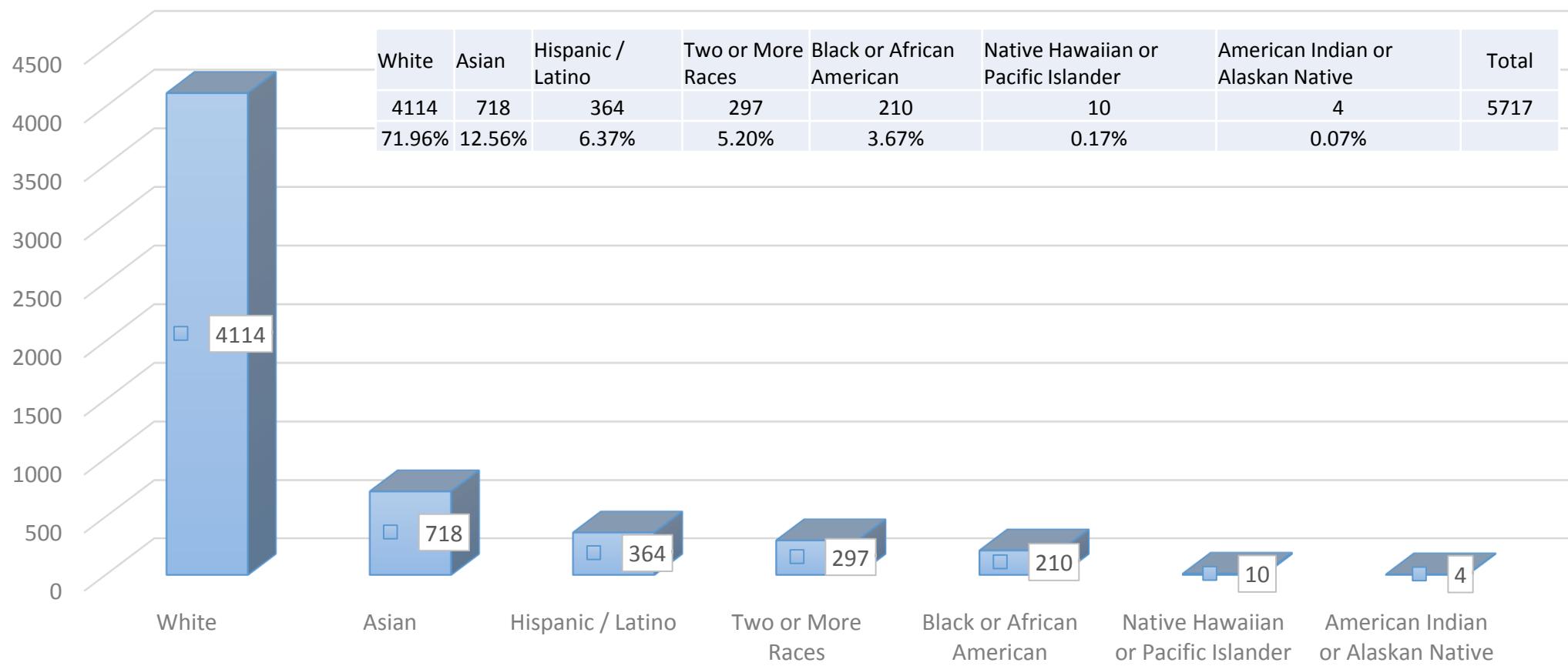
ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/> Presentation	DIVERSITY_PRESENTATION_2017.pptx	Diversity Hiring Presentation 2017

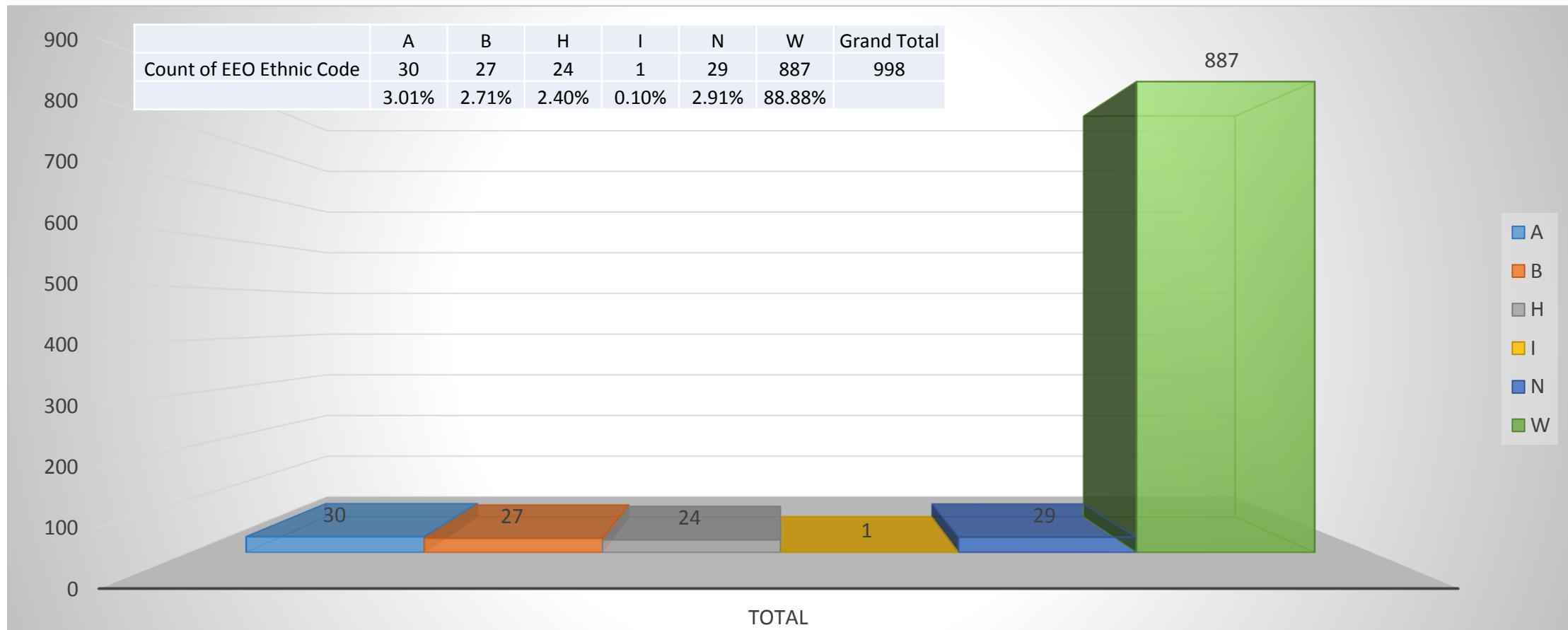
ARLINGTON PUBLIC SCHOOLS 2017 DIVERSITY REPORT

OCTOBER 12, 2017

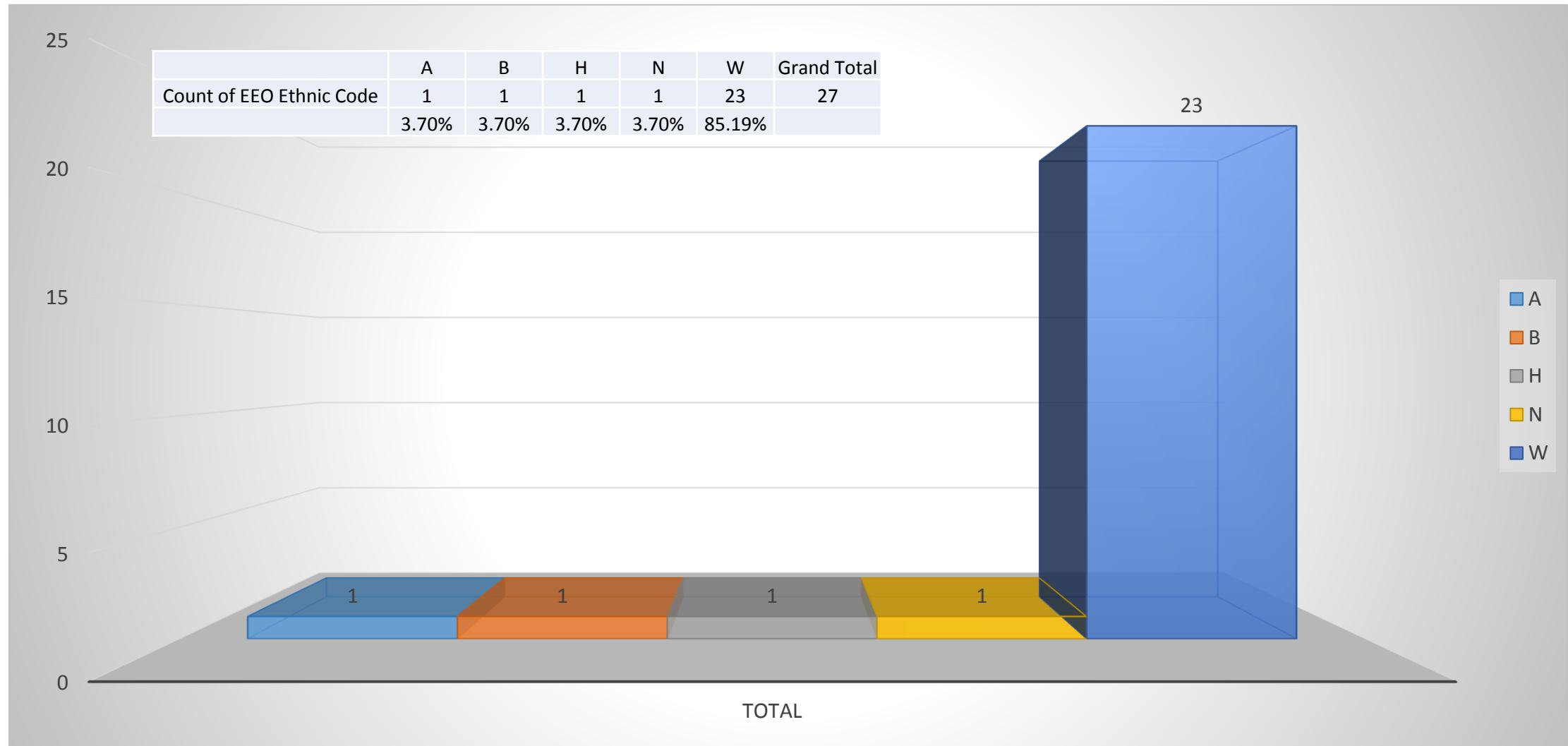
Student Data as of October 1, 2017



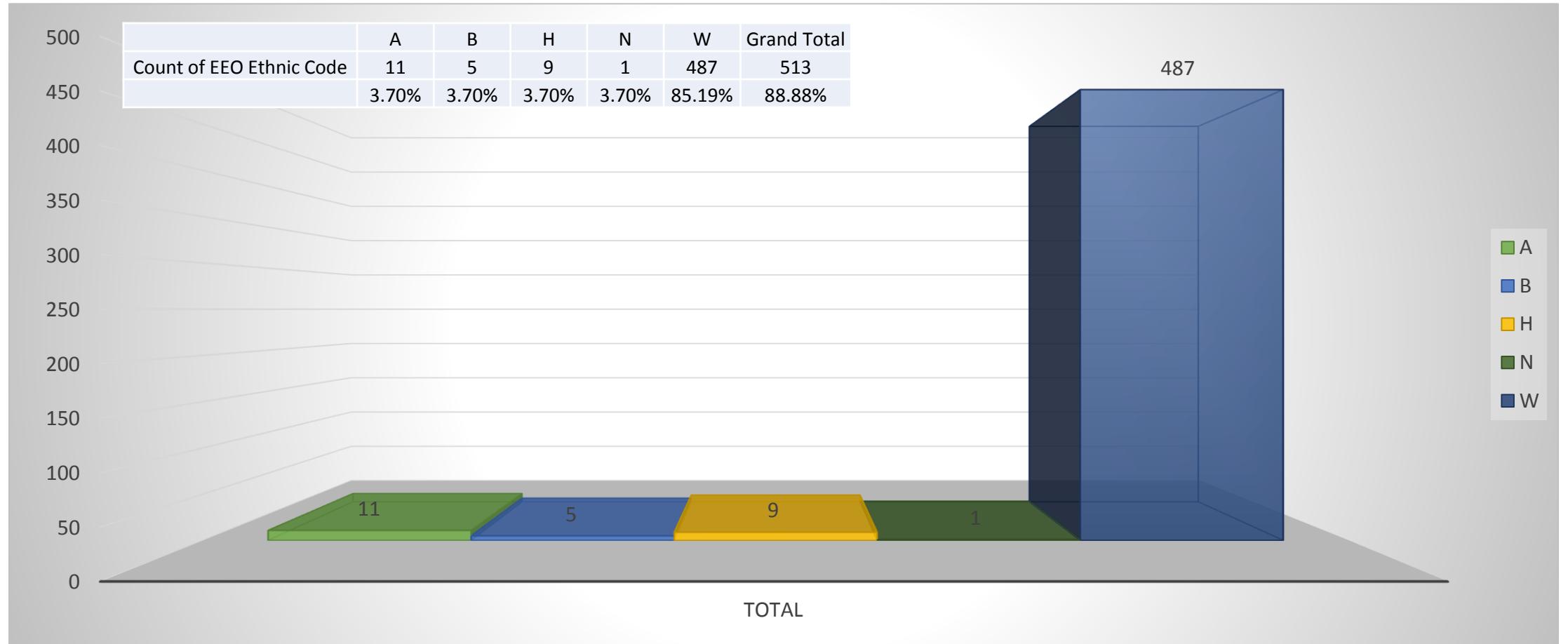
ALL EMPLOYEES (EXCEPT SUBSTITUTES, COACHES AND COMMUNITY ED.)



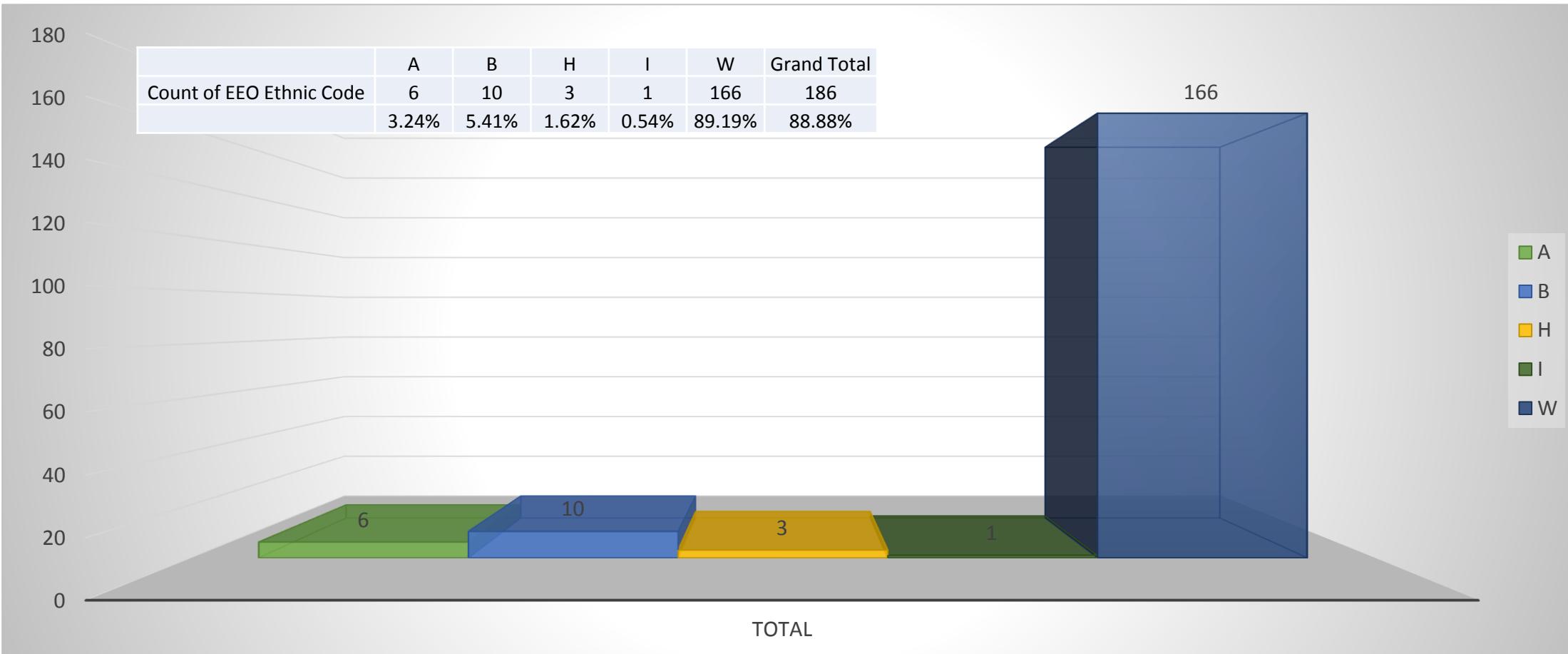
AAA Employees



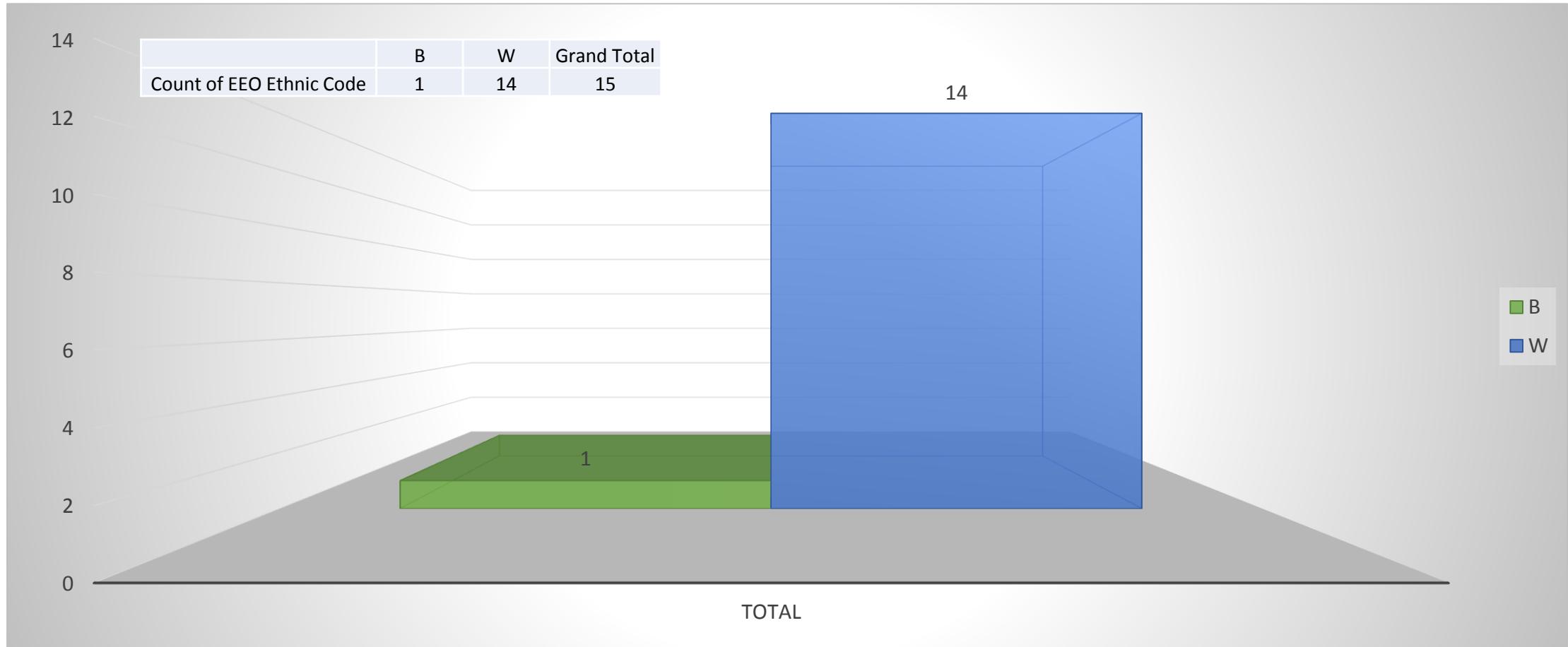
AEA Employees



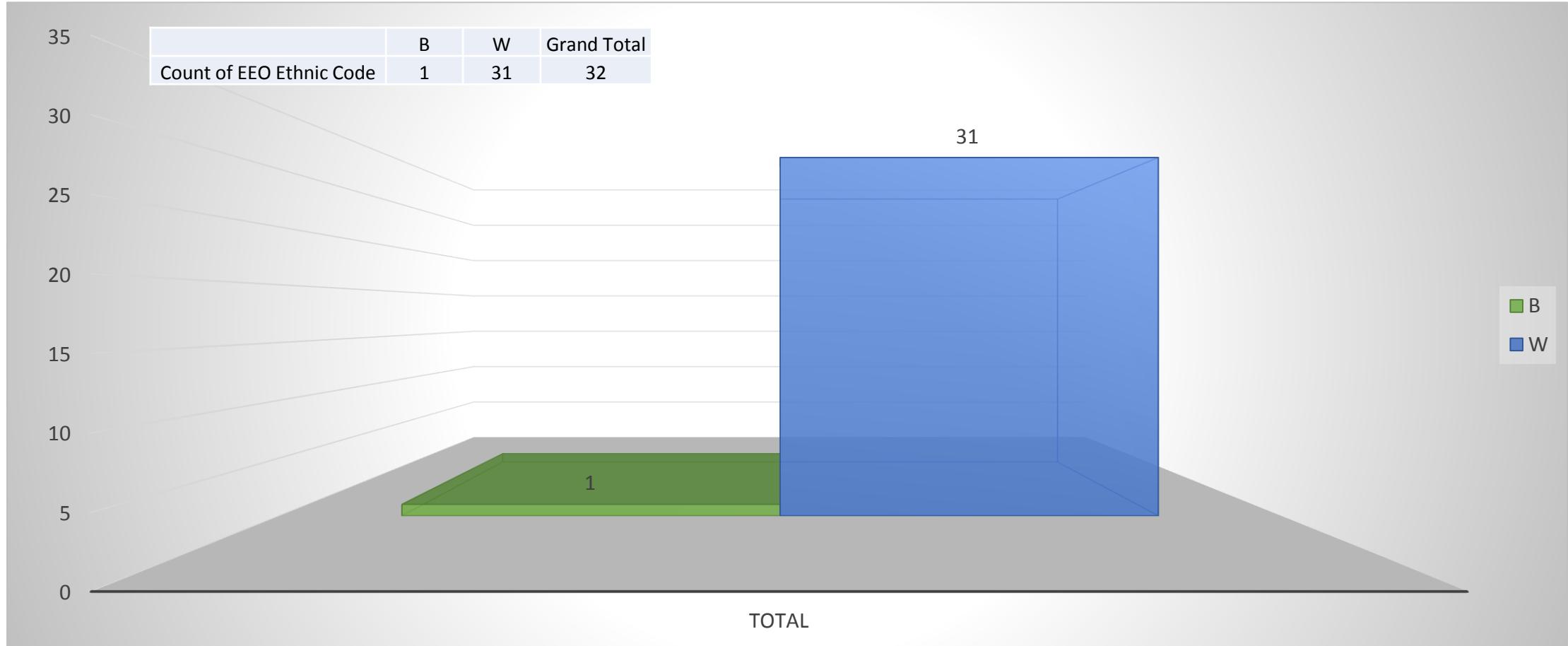
TEACHING ASSISTANTS/BSP/TUTORS



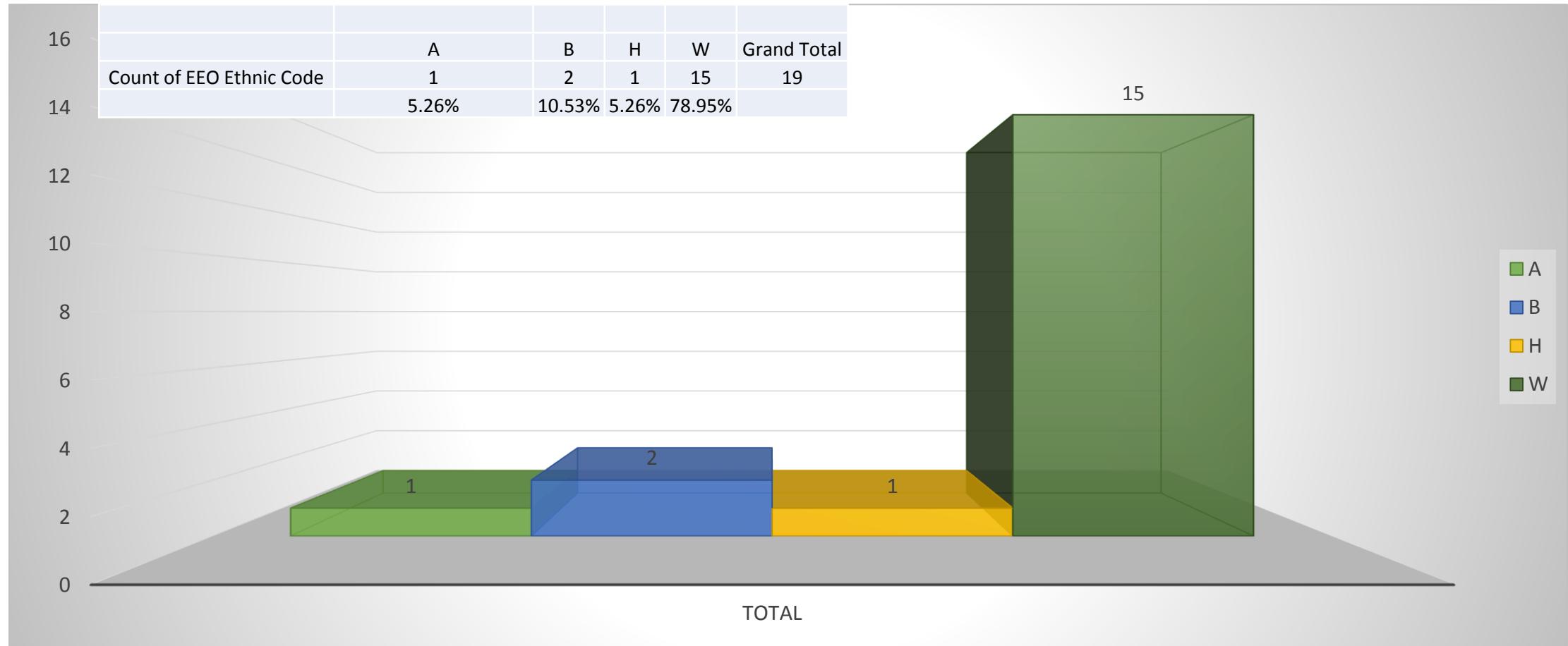
ADMINISTRATION/PRINCIPALS



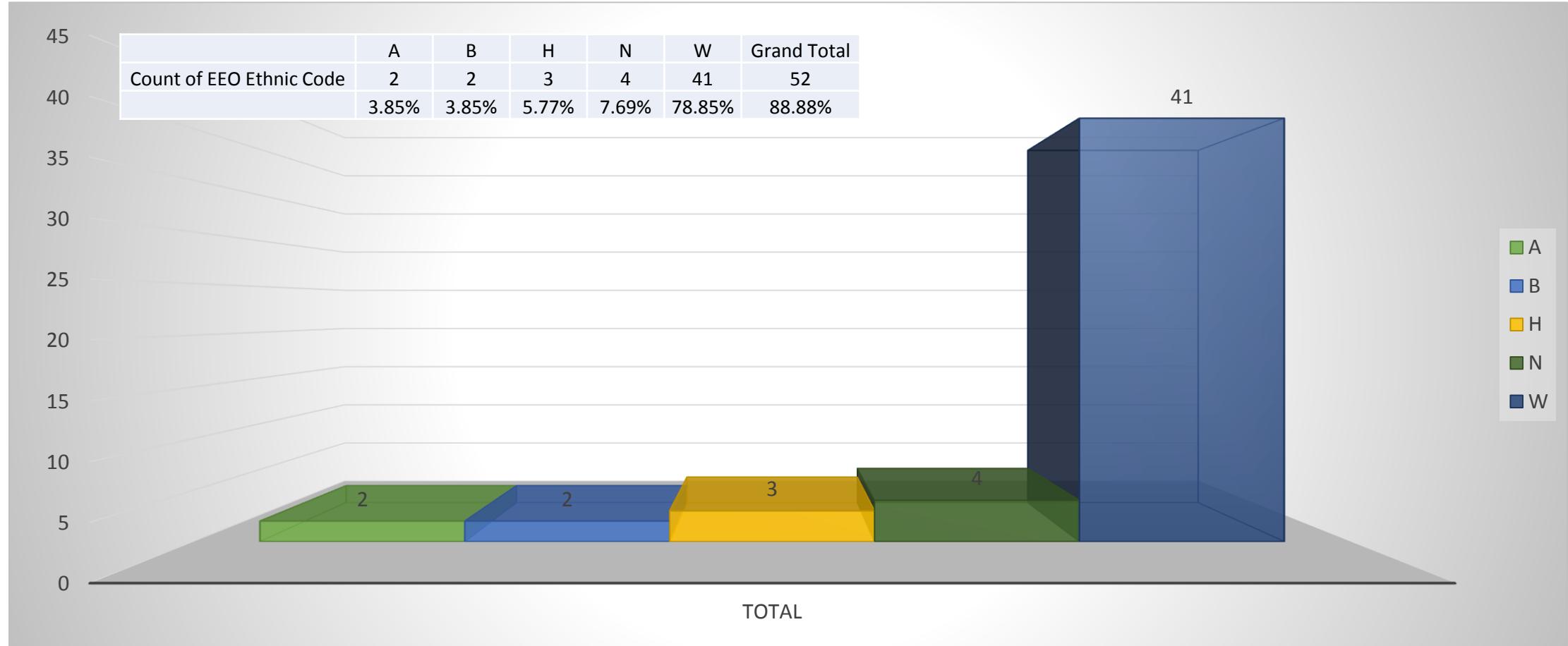
Unit C – Admin. Assistants and Office Specialists



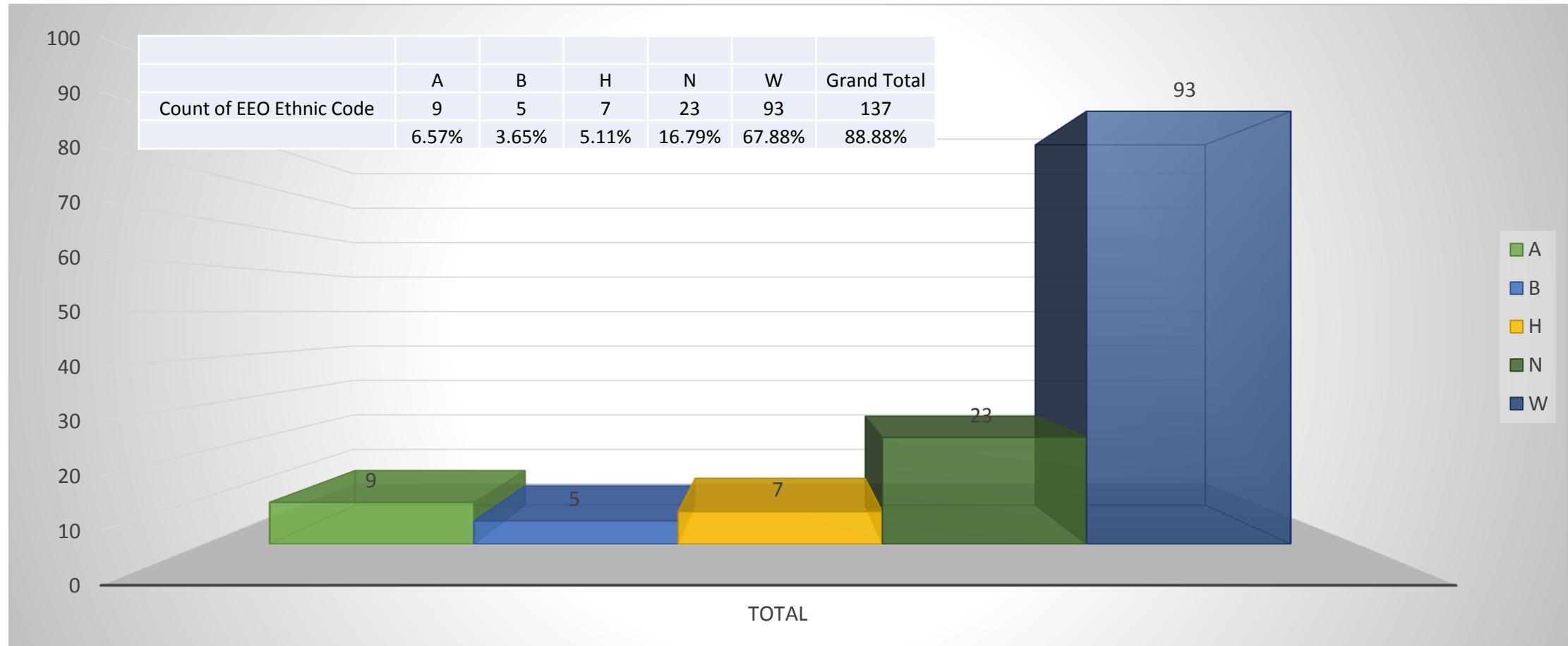
CENTRAL OFFICE / IT



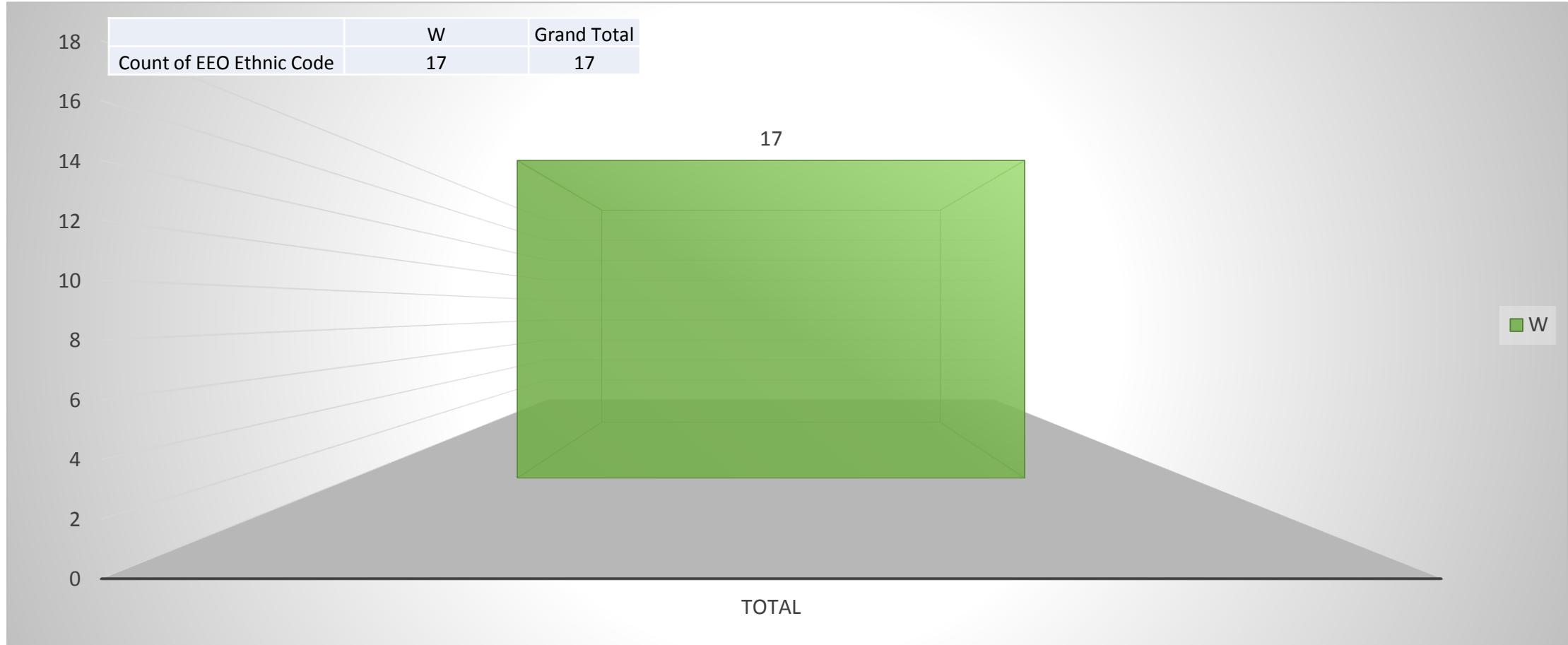
AASP / DAY CARE



MAINTENANCE/ TRANSPORTATION/ FOOD SERVICE



TRAFFIC





Town of Arlington, Massachusetts

2.3 Provide on-going and regular professional development in technology to support teachers in in using technology to enhance teaching and learning in their classrooms.

Summary:

- Evidence of success:
 - Dates and focus of technology professional development submitted to the School Committee in June 2018

ATTACHMENTS:

Type	File Name	Description
<input type="checkbox"/> Reference Material	PD_UPDATE_2017-2018.pdf	professional Development update 2017-2018
<input type="checkbox"/> Report	Tech_plan_update.pdf	Technology Plan 2017

PD Update 2016 – 2017 School Year

Elementary

Early release:

- Kindergarten – focused on new math curriculum and Tools of the Mind
- 1st grade – focused on new math curriculum and continued expansion of Lucy Calkins Units
- 2nd grade/3rd grade – sharing about pilots for Investigations II which will be implemented in the FY 17 – 18 school year.
- 4th/5th focused on Lucy Calkins (Arc of a story, Literary Essay), FOSS, and Social Studies (integrated ELA and Social Studies unit on immigration).

Other PD:

- Literacy Labs – Information Unit, Literary Essay, Meeting Characters, Opinion Writing, and Folktales
- DIY Literacy Course
- Supporting Instructional Leaders course
- Looking At Student work protocols to improve writing
- Protocols to examine writing conferences
- Pilot of Universal Screener
- Grades K – 1 Paired PD release mornings for implantation of new math curriculum.

Middle School

Early Release/Department Meetings:

- Utilizing technology to better meet the needs of all students (Edcamp)
- Cultural competency
- Formative assessment in Social Studies
- Using technology in Mathematics
- Resources to support NGSS (Next Generation Science Standards)
- Teaching students to use evidence in their writing in ELA

Other:

- Online mini courses – Reading in the Content Area, Supporting Needs of ELL and SPED students, and High Expectations Teaching.

High School

Early release/Department Meetings:

- Best practices in Science
- Fostering Discourse (ELA)
- Formative Assessment (Social Studies)
- Developing more effective assessments (Math)
- Cultural competency

Other:

- Online mini courses – Working with ELL students, Reading in the Content Area, and High Expectations Teaching

Administrators:

- Cultural competency
- Leading for Differentiation
- Universal Design for Learning and Leading
- Closing the Achievement Gap
- Leading for Implementation of Lucy Calkins Writing/Reading
- Calibrating Teacher Observations and Evaluations

District-wide Opportunities

- Massachusetts Computer Users Group
- CACE (Title I) Conference in ELA and Math Interventions

PD Planning for 2017 – 2018 School Year

Summer:

- Tech in Practice Edcamp
- FOSS Units by grade level
- Training for Lead Teachers in Science (elementary)
- Updating report card standards in Social Studies (elementary)
- Word Detective Unit (Grade 1)
- Books Clubs (Grade 2)
- Home Unit and Opinion Units (Social Studies/ELA integrated elementary)
- Fantasy Book Club Unit (Grade 5)
- Comprehension Assessments (Grades 4 & 5)
- Fundations Referresher
- Civics Lesson planning (Grades k, 2, 3, 4)
- Teosinte Unit Revision (Grade 2)
- Investigations (math elementary)
- Developing Mathematics Ideas (elementary)
- Level 2 & 3 Curriculum Training – World Language
- Civics Essential Questions – Social Studies
- Curriculum Revision Grades 9/10 ELA
- Text Analysis ELA – AP
- Poetry as Art – ELA
- Missing Voices – ELA
- Analytical Writing (Middle School)

- Digital Curriculum Review (OMS Science)
- ELL Model Curriculum Units
- Responsive Classroom – Elementary
- Responsive Classroom – Middle School

School Year

Elementary

- Investigations Paired PD early release/morning release Grades 2/3
- Investigations pilots Grades 4/5
- Analysis and action planning with Universal Screening Data Grades 4/5
- Refining FOSS implementation all grades K – 5
- Tools of the Mind coaching Kindergarten
- Expansion of Reading units

Middle School

- Responsive Classroom
- Use of evidence (ELA)
- Planning Gibbs/OMS Grades 7/8

High School

- Program Design for MSBA
- Discourse ELA
- Formative assessment Social Studies

District-wide

- Cultural competency work with Dr. Anthony Muhammed
- PD recommended by Safe and Supportive Schools Committees
- PD at individual schools based on School Improvement Plans.

APS Summer PD 2017 - Dates

Below is a list of dates for summer PD for Arlington Public Schools. If you have any questions, please see the "Contact" page.			
Date	Grades	Content Area	Description
ALL GRADES			
August 24 & 25	ALL	C&I	Tech in Practice EdCamp
ELEMENTARY			
June 28	K-5	Social Studies	Revise report card standards & rubrics
June 30	1 - 5	Science	Science Leader Planning Day
TBD by teachers	1 - 5	Science	Work on FOSS Units with grade level groups
Week of August 14	1 - 5	Science	Science Leader Debrief, PD 101 with Linda Hanson Gr. 1: Word Detective Unit
June 26	1-2	ELA	Gr. 2: How To Writing and Series Book Clubs Gr. 3: Home Unit and Opinions Matter - Pre-Revolution Boston SS/ELA
June 26	Gr. 3 and 5	ELA	Gr. 5: Further Develop Fantasy Book Club Unit and Kick Off Grammar Study Book Club
June 27	Gr. 3-5	ELA	1) Comprehension Assessment and Integrating MCAS NG Type Questions into the Curriculum 2) Reading and Writing Conferring and Small Group Strategy Work
June Date TBD	Gr. 4-5	ELA	Gr.4: Further Develop Historical Fiction Book Clubs and Snapshots for Literary Essay Unit
June 28, June 29	Gr. 1	ELA/Social Studies	Integrated ELA/Social Studies Fairytale Unit
July 19	Gr. 1-2	ELA	Reading: Small Group/Conferring Work
August 3	Gr. 1-2	ELA	Fundations Refresh: Revise Scope and Sequence

TBD By teachers 9-12

Art

APS Summer PD 2017 - Dates

Contact Info" sheet tab at the bottom of the page.	
Contact Person	Location
Susan Bisson	
Denny Conklin	AHS
Larry Weathers, Cory Bavuso	Peirce
Larry Weathers, Cory Bavuso	TBD
Larry Weathers, Cory Bavuso	Peirce Literacy Lounge
Tammy McBride	Peirce Room 224
Linda Hanson	Peirce Room 224
Linda Hanson/Tammy McBride	Peirce Room 224
Tammy McBride	Peirce Room 224
Tammy McBride/Denny Conklin	Peirce Room 224
Tammy McBride	TBD
Tammy McBride/Evelyn DeRosa	TBD

APS Summer PD 2017 - Dates

August 21	K-5	ELA	Literacy Leader Summer Planning Meeting
TBD by Teachers	K, 2, 3, 4	Social Studies	Civics Lesson Plans & Resources
TBD by Teachers	5	Social Studies	5th Grade Curriculum Revision
TBD by Teachers	1, 2, 3, 4	Social Studies	Grade Level Planning
TBD by Teachers	2	Social Studies	Teosinite/El Salvadore Unit Revision
August 28	T21 Instructional Leadership Course Day 1	C&I	Kick off for year long PD for teacher leaders
August Date TBD	K	ELA	<p>Reading/Writing</p> <p>Two-day Investigations workshop centered on the core aspects of the program.</p> <p>Priority will be given to grades 2-3 teachers first. This is due to the implementation plan that is in place.</p> <p>The workshop will be run by TERC facilitators in Bedford.</p>
July 20th and 21st	k-5	Math	<p>Spots for this workshop are limited. We will honor first come, first serve.</p> <p>Four-day Investigations workshop centered on the core aspects of the program including how the mathematics develops and a focus on grade level planning.</p> <p>Priority will be given to grades 2-3 teachers first and k-1 teachers second. This is due to the implementation plan that is in place.</p> <p>The workshop will be run by TERC facilitators at EDCO.</p>
July 24th through 27th	k-5	Math	<p>Spots for this workshop are limited. We will honor first come, first serve.</p> <p>A three hour planning day focused on preparation for the upcoming year.</p> <p>The meeting will occur from 8:30-11:30.</p>
August 14th	k and 1	Math	The session will be held in Arlington.

APS Summer PD 2017 - Dates

Tammy McBride/Linda Hanson	Peirce Room 224
Denny Conklin	
Linda Handson	AHS School Committee Room
Linda Hanson	TBD
Matt Coleman	TBD
Matt Coleman	TBD
Matt Coleman	TBD

APS Summer PD 2017 - Dates

August 15th	2 and 3	Math	<p>A three hour planning day focused on preparation for the upcoming year.</p> <p>The meeting will occur from 8:30-11:30.</p> <p>The session will be held in Arlington.</p>
			<p>A four day - two summer days and two fall days - Developing Mathematical Ideas (DMI) workshop entitled Making Meaning for Operations (MMO). Participants examine the actions and situations modeled by the four basic operations. The seminar begins with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.</p> <p>Please note that if you register for this course, attendance to all four sessions will be expected.</p> <p>The follow up sessions will be held on Saturday, September 23rd and Friday, October 6th. A sub will be provided for the second follow up day.</p> <p>The sessions will be held in Arlington.</p> <p>Priority will be given to grades 3 through 5 teachers first.</p>
August 16th and 17th	k-5	Math	Time: 8-3 p.m. with one hour for lunch.
SECONDARY			
July 5 or 6	6-12	World Language	Level 2 & 3 Curriculum Training
July 7	6-12	World Language	World Language Curriculum Development
Date TBD by teachers	6-12	Social Studies	Civics Essential Questions, Lessons, Resources
Date TBD by teachers	6	Social Studies	Work on 6th Grade Curriculum
Date TBD by teachers	9	Social Studies	Work on 9th Grade Curriculum
Date TBD by teachers	6-12	Social Studies	Research Skills, Source Reliability
Dates TBD by teachers	6-12	Math	Matt Curriculum Planning

APS Summer PD 2017 - Dates

Matt Coleman	TBD
Matt Coleman	TBD
Catherine Ritz	AHS
Catherine Ritz	AHS
Denny Conklin	
Matt Coleman	

APS Summer PD 2017 - Dates

TBD by teachers 2 days		9	English	Curriculum Revision
Dates TBD by teachers		10	English	Curriculum Revision
TBD by teachers 2 days	AP Language	English		Research and essays
Dates TBD by teachers	AP Literature	English		Text Analysis Questions
TBD by teachers - 2 days	Poetry as Art	English		Curriculum Development
TBD 2 days	Memoir	English		English
TBD by teachers 2 days	Missing Voices	English		Unit Expansion
Dates TBD by teachers	American Lit	English		Questioning
TBD by teachers 2 days	Grade 8	English		Analytical Writing
Dates TBD by teachers 2	Grade 7	English		CCSS writing
Dates TBD by teachers 2	Grade 6	English		Reading
TBD by teachers - 2 days	Grade 9	English		Curriculum Development - Vocabulary
TBD by teachers - 2 days	6, 7, 8 - 11 teachers	Science		review possible digital resources for gr 6,7,8 curriculum
TBD by teachers - 1 day	6,7,8 - 11 teachers	Science		continued alignment to new MA STE Frameworks
TBD by teachers 2 days	Stewart, Dun	Science		grade 8 half cluster science transition
TBD by teachers-1 day	Tech Teachers-3 tea	Science		update new units
TBD by teachers - 3 days	5 bio teachers	Science		revamping level A and B curriculum
TBD by teacher - 1 day	3 APs-Bio,Phys2,Env	Science		Alignment with College Board Curriculum
	9-12 Phys Sci/5			
TBD by teachers -1 day	tea	Science		Alignment of curr materials w/NGSS
TBD by teachers-1 day	gr 11 Chem/4 tea	Science		search for digital resources
TBD by teachers-1 day	oceo/astro curr dev - 3 tea	Science		revise curriculum for new schedule structure

APS Summer PD 2017 - Dates

Deborah Perry	
Deborah Perry	AHS
Deborah Perry	AHS
Deborah Perry	
Deborah Perry	
Deborah Perry	OMS
Deborah Perry	OMS
Deborah Perry	
Deborah Perry	AHS
Larry Weathers	OMS
Larry Weathers	OMS
Larry Weathers	OMS
Larry Weathers	
Larry Weathers	AHS
Larry Weathers	AHS
Larry Weathers	
Larry Weathers	AHS
Larry Weathers	AHS
Larry Weathers	

APS Summer PD 2017 - Dates

Date TBD by teachers	K-8	ELL	ESL MCUs curriculum writing
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APS Summer PD 2017 - Dates

Carla Bruzzese	
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Technology Update

Laura S. Chesson, Assistant Superintendent, Ed. D.

Overall Technology Strategy

Elementary

- Grades K – 2 - iPads
- Grade 3 – iPads or Chromebooks (individual school choice)
- Grades 4 – 5 – Chromebooks – Ultimate goal 1-to-1

Middle School

- Transition 6th grade 1 to 1 to Chromebooks, redeploy iPads
- Utilizing BYOD & school devices get closer to 1-to-1 for grades 7 & 8
- Increase Computer Science offerings thru electives in grades 7 & 8
- Expand use of Google Classroom

High School

- Utilizing BYOD & school devices get closer to 1-to-1
- Increase STEM offerings including expanding Maker-Space
- Expand use of Google Classroom

Purchases for FY 18 – Funding 425K Capital & approx. \$300K construction

Elementary

- Bishop, Brackett, Hardy, Peirce, and Dallin. Increase Chromebooks 50 – 90 additional. Funds – Capital Committee. Ipads and Chromebooks for teachers at schools scheduled for replacement.
- Stratton 1-to-1 iPads K – 3, Chromebooks 4 & 5. Ipads and Chromebooks for teachers. New projectors ceiling mounted. Sound systems all classrooms. Funding – Construction Budget.
- Thompson add iPads, projectors, and sound systems for additional classrooms to maintain 1-to-1. Four Chromebook carts to facilitate use of iReady. Funding – Construction Budget.
- Licenses for iReady for grades 4 & 5 all elementary schools.

Middle School

- Four additional Chromebook carts. Funding – Capital Committee.
- Additional MacBooks for any new teachers.
- License for iReady for math support classes.

AHS

- For additional Chromebook carts.
- Replacements for 40 teacher devices.

Assistive Technology

- Upgraded devices for 50 students.

Technology Support

- Summer tech university.
- Summer curriculum work involves incorporating technology.
- Additional staffing at OMS .4 instructional tech support, .2 8th grade Computer Science elective.
- Increased Internet capacity to two 250 meg pipes.

FY 19 – Remaining Funding Committed - \$400K and Gibbs Construction Budget

- Replacement of out-dated projectors at 5 elementaries, OMS, and AHS.
- Replacement of teacher devices for 40 AHS teachers and OMS teachers.
- Purchase of 1-to-1 Chromebooks for Gibbs.
- Outfitting of Gibbs classrooms with state of art projector & sound system.
- Creation of Digital Modeling Classrooms at Gibbs.

Concerns for the Future

- Level of instructional technology support below level needed.
- No committed funding from Capital Committee after FY 19.
- Computer Science labs at AHS, Digital Art, and Digital Music labs need to be updated FY 19.
- All iPad 2's will no longer be able to run current version of OS as of September 2017.
- Level of tech support for full district online MCAS technology is below what would be ideal.



Town of Arlington, Massachusetts

Goal Three – Resources, Infrastructure and Educational Environment

Summary:

- The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.



Town of Arlington, Massachusetts

3.1 Complete the schematic and construction plans for the six-classroom addition for the Hardy Elementary School for opening in September 2018.

ATTACHMENTS:

Type	File Name	Description
□ Reference Material	2017_2018_Goal_3_Hardy_gibbs_and_Thompson_and_AHS_PTBC.docx	Links to Gibbs and Thompson

2017 2018

Goal 3

3.1 – 3.3

<https://www.arlingtonma.gov/town-governance/all-boards-and-committees/permanent-town-building-committee-ptbc>

Hardy

Thompson Expansion

Gibbs Renovations

High School



Town of Arlington, Massachusetts

3.2 Complete the schematic and constructions plans and renovation of the Gibbs Middle School for opening in September 2018.

Summary:

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/> Reference Material	3.2_Links_for_Gibbs_Middle_School_.pdf	3.2 Gibbs

Links:

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/gibbsrenovation/>



Town of Arlington, Massachusetts

3.3 Open the new six classroom addition at the Thompson Elementary School in September 2017.

Summary:

- Evidence of success 3.1 – 3.3:
- Regular reports on building construction projects at 2017-2018 School Committee meetings.

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/> Reference Material	Thompson_School_Expansion_Report.docx	Thompson School Expansion Report link

Thompson School Expansion Report

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/pdfs/apsspaceplanningstudyreportsept2015.pdf>



Town of Arlington, Massachusetts

3.4 Develop a space use reconfiguration plan for the Ottoson Middle School in preparation for the sixth grade moving to the Gibbs School in September 2018. Report to the School Committee by March 1, 2018.

Summary:

- OMS reconfiguration plan presented to the School Committee in March 1, 2018.

ATTACHMENTS:

Type	File Name	Description
❑ Reference Material	3.2_Links_for_Gibbs_Middle_School_.pdf	Links to Gibbs
❑ Goals	Reimaging_Ottoson_Leadership_Team.pdf	Reimaging Ottoson Leadership Team

Links:

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/gibbsrenovation/>

OMS Leadership Team – Ottoson 2018- 2019- 20 Faculty Members

Brandon Bage (7 Science)
Eric Bakke (7 History)
Gary Blanchette (7/8 Tech)
Stefanie Carlson (8 math)
Amy Duke (7/8 ACE)
Nanta Hardesty (7 ELA)
Lindsay Hubbard (8 ELA)
Meagan Hyman (7/8 Spanish)
Heather Krepelka (8 science)
Jason Levy (7 history)
Chris Mahoney (7 history)
Lisa Minogue (7 Special Ed)
Michele Stella (7/8 Reading)
Susan Stewart (8 Science/Math)
Todd Sundstrom (8 History)
Laurie Key (Guidance)
Polly Ford (Art)
Eileen Woods, Interim Principal
Maureen Murphy, Assistant Principal
Jack Flood, Assistant Principal

The team has met 14 Wednesday afternoons from October 18-present. The goal of the committee is to look at the facility, floor plan, documents, advisory, culture, climate, schedule, programs and how more space and fewer students will impact all aspects of the school. One asset we have is our timeline – we have this year to plan, next year we can get started with students who have been in Ottoson for 6th grade so we can continue to plan next year (2018-2019) to learn and plan for how to welcome/transition the first 7th graders who will come from Gibbs. Our leadership team functions as a whole group on certain discussion topics and also works in small committee groups (Three Committees: Scheduling Review/Recommendations, Floor Plan/Room Assignments/Move, Climate/Aesthetics-Lobby, Hallway focus, furniture) Faculty is decided for the 2018-2019 academic year and the new principal, Brian Meringer will be in the loop of all the planning..

Meetings included:

Presentations/Visit/Surveys

- Two sessions: the committee met with Mark Miano to discuss maintenance needs: lobby, classroom painting, replacing carpet, bathroom improvements – stall locks and hinges, intercom and sound system, media center, gym upgrades, and science labs. Recommendations have been made regarding short term needs and facility improvements. ([link](#))
- Survey of the staff regarding the schedule, snack, recess, breaks, locker, lunch ([link](#))
- Design Thinking Activity done with Students to get their input. ([link](#))
- Presentation to the School Improvement Council to update them on the Leadership Team focus – November 16.
- Visit to the Pollard Middle School -9 Faculty on November 15 to learn from their experiences moving to this model of a 6th grade only school and seventh and eighth transitional school.
Discussed that a 7th and 8th grade school is a transition school – a place where students are coming (in 7th) and going (in 8th). Need to be supportive of students when they transition in and then prepare them for high

school. A lot of investment in the culture, building a culture where the students are part of the team taking care of the school and each other.

- December presentation by Leadership Team to whole 7th-8th grade faculty regarding progress and getting their input into floor plan, advisory and schedule. After the presentation was shared with the faculty and discussion in small groups, we ended with a ticket to leave of “we are a school that...” to name how we want the adults and students to describe and define the identity of the school. ([link](#))
- Presentations by Sara Burd, Social Emotional Learning Programs, Mark Miano, Facilities, Stephanie Greiner, Special Education to leadership team for interactive discussions.

Floor Plan

- Floor Planning- We thoughtfully placed WL together, Special Education Rooms with clusters, OT, PT, Psychologist and Speech and Language together for teaming, designated a Team Room to support all learners, Reading Rooms together. Worked on the flow of students and the best way to transition from one class to another. Assigned rooms that didn't have designated space. Ex. Health, METCO ([link](#))
- Eighth grade will stay where it is currently on both floors, all seventh grade clusters will move to where the present sixth grade is located.
- Science Labs need to be retrofitted in the seventh grade area. One will be installed for the 2018-2019 school year (Room 447) and we will use one science lab in the eighth grade wing for an additional one.
- Spaces (3) for the transitional program, Millbrook coming to OMS.
- Two classrooms designated for the LABB program will come back from its current location at the high school.
- The teachers will not need to share classrooms/office space next year
- Space for the budget-funded 4th full cluster for seventh grade. Rooms designated for when the 8th grade expands to 4 full clusters (in the future).

Curriculum/Programs/Mission/Schedule/Community

- Responsive Classroom Overview – 2 Leadership members went to a one day RC overview and 2 administrators went to Leadership Workshop and reported out to the committee.
- Review of the Ottoson Vision/Mission done by Leadership Team last year and accepted. ([link](#))
- OMS will have a four day schedule
- The goal is to keep staff at either the Gibbs or the Ottoson vs teachers splitting their time. Potential areas where staff will go back and forth include physical education and school psychologists, team chair.
- Ottoson will stay on a 7 period schedule.
- Curriculum changes are minimal
- The ACE program will remain
- 4 Building Subs
- There will be three lunch periods
- Culture and Community: Goal is to create a supportive culture. Norms discussed: Open honest communication, trust and confidence, continuous learning/consistency of practice, recognition and having a sense of caring about each other, humor, honor traditions, high expectations, inclusive decision making process.
- Lobby painted and furniture painted/ flexible furniture.

- List of Faculty for 2018-2019 - 99% finalized ([link](#))
- Vision/ Mission of the OMS School
- Floor plan done for move, boxes ordered
- Lobby being designed – flexible furniture and colors to paint the entrance being decided with the approval of Supt. Bodie.
- Time in the Schedule Daily – Making Connections with students, SEL Activities, Organization Skills, Snack daily - 15 minutes daily- need to find time in schedule without changing class time. May have to be 4 times a week.
- Eliminate 5 minute homeroom – go to first class where students are welcomed, attendance and announcements are done.
- Schedule remaining as a 4 day schedule
- DML offering broadened –using Directed Study
- No Recess-Mindfulness Breaks - Recess too challenging to cover/keep to time frame
- 3 Lunches
- Would like to use RC Language to be consistent with Gibbs – Power of Words Books purchased for every faculty member. New RC Advisory Book being looked at for purchase. Implement consistent practices for student attention being discussed – chimes etc. .
- One day training for each staff member (RC) discussed not full training.
- More locker breaks.
- OMS Identity: Excel, Empower, Engage- Teachers will unpack meaning on April 3such as ex: Excel as a learner and leader etc.
- Classrooms available for scheduling directed study and small lunch groups.
- Build Staff diversity capacity, less emphasis on grades causing student stress, increased staff collaboration, happy hallways, and train more in project based learning, restorative justice, responsive classroom practices
- Supportive Discipline Flow chart from Safe and Supportive Schools being finalized.
- Continue and build on the student/faculty work on Cultural Proficiency

Discussion continues on.....

- Will Directed Study be able to happen in classrooms instead of the cafeteria? Yes. How often do students have Directed Study?
- Should we have Directed Study in general? What is the purpose? Do all students benefit and/or need it?
- Is it possible to explore other options for students during that time, like taking an additional special or foreign language?
- Advisory format and objectives
- Adding mindfulness/brain breaks/
- Carrying of backpacks
- Inventory of instructional tools needs to be taken of each classroom (projector, speakers, etc.)
- Technology Devices will be available at Ottoson for the 2018-2019 academic year.



Town of Arlington, Massachusetts

Goal Four - Operations, Communications and Stakeholder Engagement

Summary:

- The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.



Town of Arlington, Massachusetts

4.1 Provide all stakeholders opportunities for input into the Feasibility Study for the high school and the academic and operational plan for the Gibbs School.

Summary:

- Evidence of success:
 - Dates of all meetings and focus group sessions for stakeholder groups (faculty, parents and community) for both the high school and Gibbs School submitted to the School Committee in June 2018. A report on feedback collected from parents and community members who attended the meetings will be given to School Committee members.
 - Summaries of these meetings will be given as a report to School Committee members.

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/>	Backup Material 2017_2018_Goal_4_4.1.docx	AHS AND GIBSS Links

2017-2018 Goals

4.1 Links for high school and Gibbs

AHS Building Committee project link <https://ahsbuilding.org/>

Gibbs School

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/middleschool/>



Town of Arlington, Massachusetts

4-2 Expand the dashboard of district metrics to provide the community with a quick overview of key metrics of the Arlington Public Schools.

Summary:

- Evidence of success:
 - Improvements to the district dashboard from baseline of 2016-2017 by September 30, 2017.

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/>	Backup Material 2017_2018_4.2_Expand_the_dashboard_of_district_metrics_to_provide_community_with_quick_overview_of_key_metrics.docx	4.2 Expand the dashboard of district metrics

2017 2018

Goal 4

4.2 Expanded district metrics on the district dashboard from those created in 2016-2017

Change summary:

- Can view data at multiple levels. For example, you can see administration expenses across All Funds, the General Fund, or the School Department. Go here: expenditures to see which expenditures are funded by all Government-wide activities, governmental funds broken down by school committee general fund and municipal funds, and special revenue funds such as federal grants through the DESE, DESE grants, other grants, circuit breaker, private, athletic, school lunch, tuition, other local receipts. Someone can look at all spending categories or also at Instructional Services, OOD, Plant Operations & Maintenance, Pupil Services, District Leadership & Administration, Other Fixed Costs and Employee Benefit

- Can choose the default level (All Funds, General Fund, School Department) to be shown on your Cleargov profile. The default level that it is set for now is for all Funds.
- Can compare school department versus municipal spending on schools.
- Can see how much of the school department budget is funded through state aid and other local sources.
- Can create charts and widgets for a specific fund or fund group.